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ABSTRACT

This teacher's guide and student guide unit contains supplemental readings, activities, and methods adapted for secondary students who have disabilities and other students with diverse learning needs. The unit focuses on world history and correlates to Florida's Sunshine State Standards. It is divided into the following 21 units of study that correspond to identified social studies strands: (1) the study of history, geography, and culture; (2) Ancient Egypt; (3) early civilizations in the fertile crescent; early civilizations in India and China; (5) Ancient Greece; (6) Ancient Rome; (7) the Byzantine Empire and the rise of Islam; (8) middle ages in Europe; (9) empires in India, China, and Japan; (10) empires in Africa and the Americas; (11) the Renaissance and the Reformation; (12) exploration and colonization; (13) nation-states; (14) the age of absolution in Europe; (15) ideas leading to revolution; (16) the French Revolution; (17) revolution in Latin America; (18) Europe; (19) Great Britain; (20) France; and (21) nationalism. For each unit, the guide includes a general description of the unit's content and describes the unit's focus, provides suggestions for enrichment, and contains and assessment to measure student performance. Appendices describe instructional strategies, list enrichment suggestions, contain suggestions for specific strategies to facilitate inclusion, and contain a chart describing standards and benchmarks. (Contains 74 references.) (CR)

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World History—Part 1.
Teacher's Guide [and Student Guide].
Parallel Alternative Strategies for Students (PASS).

Eileen Schapp, Editor
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Teacher's Guide

World History—Part 1

Course No. 2109310

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Florida Department of Education
2000

Parallel
Alternative
Strategies for
Students

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Parallel
Alternative
Strategies for
Students

PASS Book Evaluation Form

PASS Volume Title: ______________________ Date: __________
Your Name: ______________________ Your Position: __________
School: ______________________
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____

Directions: *We are asking for your assistance in clarifying the benefits of using the PASS book as a supplementary text. After using the PASS book with your students, please respond to all the statements in the space provided; use additional sheets if needed. Check the appropriate response using the scale below. Then, remove this page, fold so the address is facing out, attach postage, and mail. Thank you for your assistance in this evaluation.*

Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The content provides appropriate modifications, accommodations, and/or alternate learning strategies for students with special needs.	☐	☐	☐	☐	☐
2. The content is at an appropriate readability level.	☐	☐	☐	☐	☐
3. The content is up-to-date.	☐	☐	☐	☐	☐
4. The content is accurate.	☐	☐	☐	☐	☐
5. The content avoids ethnic and gender bias.	☐	☐	☐	☐	☐
Presentation					
6. The writing style enhances learning.	☐	☐	☐	☐	☐
7. The text format and graphic design enhance learning.	☐	☐	☐	☐	☐
8. The practice/application activities are worded to encourage expected response.	☐	☐	☐	☐	☐
9. Key words are defined.	☐	☐	☐	☐	☐
10. Information is clearly displayed on charts/graphs.	☐	☐	☐	☐	☐
Student Benefits					
11. The content increases comprehension of course content.	☐	☐	☐	☐	☐
12. The content improves daily grades and/or test scores.	☐	☐	☐	☐	☐
13. The content increases mastery of the standards in the course.	☐	☐	☐	☐	☐

Usage

The simplified texts of *PASS* are designed to be used as an additional resource to the state-adopted text(s). Please check the ways you have used the *PASS* books. Feel free to add to the list:

☐ additional resource for the basic text
☐ pre-teaching tool (advance organizer)
☐ post-teaching tool (review)
☐ alternative homework assignment
☐ alternative to a book report
☐ extra credit
☐ make-up work
☐ outside assignment
☐ individual contract
☐ self-help modules
☐ independent activity for drill and practice
☐ general resource material for small or large groups
☐ assessment of student learning
☐ other uses: ______________________

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I have daily access at school to: ☐ A computer ☐ A printer ☐ The Internet ☐ A CD-ROM drive

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World History–Part 1

Teacher's Guide

Course No. 2109310

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

2000

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, a special project, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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World History–Part 1

Teacher's Guide

Course No. 2109310

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IDEA, Part B, Special Project

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum* (*PAC*) were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the *PACs* after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *World History–Part 1 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *World History–Part 1 PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards,* and *benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *World History–Part 1*, course number 2109310, is given in a matrix in appendix D.

The *World History–Part 1 PASS* is divided into 21 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g, surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.

- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.

- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *World History–Part 1*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix E** lists reference materials and software used to produce *World History–Part 1*.

World History–Part 1 is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

Unit 1: The Study of History, Geography, and Culture

This unit emphasizes how the work of anthropologists, archaeologists, and geologists relates to the study of history. Different types of maps, map purposes, and the periods of history are also discussed. This unit also relates how the environment shapes cultures and how each geographic feature affects many aspects of a culture's lifestyle.

Unit Focus

- scientists who study history
- system used to number the passing of time
- geographic features that influence culture
- how environmental factors shape culture
- different types of maps and their purposes
- division of history into prehistory and recorded history
- three phases of history: ancient, medieval, and modern
- how the Age of Metal significantly changed the history of humans

Suggestions for Enrichment

1. Have students imagine and describe what life would be like without many of the conveniences we know. Ask how many believe they could survive without them.
2. Have students list as many things made of metal as they can. Explain that the Age of Metal changed the course of history and we are enjoying the benefits of it.
3. Have students develop a timeline that documents important events that happened during their lifetime.
4. Have students list characteristics of prehistory and recorded history.

5. Have students write a short story about life in one of the Stone Age periods.

6. Have students describe the physical features of the city (or area) in which they live. Have them discuss the leisure activities in the area.

7. Discuss the uniqueness of Florida weather. Ask how many students have lived in other places where the weather was very different. Ask how their activities were influenced by weather and climate.

8. Show students a world map and a globe. Have students select a place far from their state. Have them imagine what life would be like there. Show them the legend, then have them describe life in that area based upon their ability to interpret the legend.

9. Invite local geographers and cartographers to class to talk to students about maps and mapmaking.

10. Have students construct their own maps representing the part of the city in which they live.

11. Invite a local historian to talk about how Florida has changed over time.

12. Ask students to assume the role of archaeologists from another planet in the distant future, who find on Earth only one artifact, a small metal disc (a penny, though not identified as such). Have students make inferences about the vanished inhabitants.

13. Have students wrap a tennis ball with one-half sheet of 8½" x 11" paper. The paper should not have any wrinkles or overlap. Paper may be cut if necessary, then taped in place. Ask students to sketch the continents on the globe and add the North and South Poles, equator, Tropic of Cancer, and Tropic of Capricorn. Allow students to compare their globe to a commercial globe and make adjustments as necessary. When they have completed this, ask students to remove the paper and lay it flat on the desk. Discuss its positive and negative features and compare it to a flat map in an atlas. Relate this activity to early cartography and various flat map designs. Discuss advantages or disadvantages map designs may have posed to early explorers.

14. After discussing elements of the cultures of people around the world, have students brainstorm elements of their own culture. Have students decorate the outside of a shoe box with pictures that represent elements of his or her own surface culture (e.g., fashions or fads from magazine pictures, drawings, newspaper pictures, post cards). Have students place six to 10 items (no valuable items) inside the box that represent elements of his or her deep culture (e.g., flag, religious symbols). Have students present the culture boxes to the class and explain the significance of the decorated box and the items it contains.

15. Ask students to list characteristics of the culture of the United States (e.g., art, music, literature, modes of dress, routine living habits, food preferences, architecture, layout of fields and farms, education, government, law, religion, values, beliefs). Then create a list of teenage subcultures. Next, categorize the items and clarify the heading (e.g., beliefs, institutions, technology). Ask students to go back through the categories and label each characteristic with an M for material culture (e.g., tools, buildings, boats, wagons, decorative objects) and an NM for non-material culture (e.g., values, beliefs, knowledge, ideas). Discuss how people learn culture and have students list five things learned about culture from parents, in school, and from friends.

16. Ask students to list groups to which they belong (e.g., school, family, religious organization, political organization). Have students select any three groups and list the purpose, beliefs, and rules of each and whether membership is voluntary or involuntary.

17. Ask student to choose and research a subculture within the United States (e.g., Amish, Native American) or any other world culture. Have students prepare an abecedarius with illustrations A through Z of one aspect of that subculture's culture to emphasize in the book (e. g., art, music, architecture, clothing, food, language).

18. Discuss how advancements in technologies (e.g., telephone, automobile, typewriter, shoe lace) have changed the society in which we live and how one technological change encourages or causes a second one and then makes a further impact on society overall (e.g., impact of telephone: jobs, foster communication, fewer letters written).

19. Have students use newspaper comic-strip panels with blanked-out dialogue bubbles and create new dialogue pertaining to how cultures change over time due to interior and exterior forces (e.g., how he or she has changed, how the city within which he or she lives has changed, how the country has changed).

20. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behavior demonstrated in completing the selected activities. Ask students to revise their written explanations to describe how each activity develops or reinforces each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.

21. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. the time before written history

_____ 2. people who study ancient peoples and their cultures by looking at artifacts, fossils, and remains

_____ 3. all the ways a group of people have of doing things or taking care of their needs

_____ 4. people who study Earth and its life as it is recorded in rocks

_____ 5. the study of the past to learn what, how, and why things happened

_____ 6. stands for "before Christ"

_____ 7. people who moved from place to place in search of food and water

_____ 8. to adapt the behavior of an animal to the advantage of humans

_____ 9. stands for "anno Domini," which means in the year of our Lord

_____ 10. people who study the way humans live and how they interact with their neighbors

_____ 11. a period of time equal to 1,000 years

A. A.D.
B. anthropologists
C. archaeologists
D. B.C.
E. culture
F. domesticate
G. geologists
H. history
I. millennium
J. nomads
K. prehistoric

Use the list below to complete the following statements. One or more terms will be used more than once.

4000 B.C.
Age of Metal
ancient
anthropologist
culture
medieval
modern
New Stone Age
Old Stone Age
plow
prehistory
recorded history

12. History is divided into two basic periods. These are
__________________ and __________________ .

13. People lived as nomads during the __________________ .

14. A(n) __________________ studies the way humans lived and how they interacted with others.

15. The invention of the __________________ radically changed the way people farmed.

16. People began to record history around __________________ .

17. __________________ refers to the way people do things and the way they look at the world.

18. Three periods of prehistoric time are __________________ ,
__________________ , and __________________ .

19. The three periods of recorded history are __________________ ,
__________________ , and __________________ .

Use the list below to write the correct term for each definition on the line provided.

century
climate
continent
decade
fertile
geography
legend
natural resources
region

__________________ 20. average weather conditions in a region over a period of years

__________________ 21. the study of the physical characteristics of Earth

__________________ 22. a geographical area on Earth which is unique or different from others

__________________ 23. rich; capable of producing abundant crops

__________________ 24. a key which explains the symbols used on a map

__________________ 25. materials found on Earth and used by humans

__________________ 26. one of the seven largest bodies of land on Earth

__________________ 27. a period of time equal to 10 years

__________________ 28. a period of time equal to 100 years

Use the list below to complete the following statements.

crops
methods of farming
pottery
transportation
types of clothing
types of housing

29. Three features of culture directly caused by climate are as follows:

________________, ________________, and

________________.

30. Where clay was abundant, beautiful and useful

________________ was made.

31. Water for growing ________________ was available from rivers.

32. Rivers provided not only water for farming but also

________________.

Keys

Practice (p. 9)

1. 2,000,000 B.C.; 8000 B.C.
2. 8000 B.C.; 4000 B.C.
3. 4000 B.C.
4. Old Stone Age; Age of Metal

Practice (p. 13)

1. culture
2. transportation, farming
3. climate
4. inventions
5. rivers

Practice (p. 15)

Continents (any order)

1. North America
2. South America
3. Africa
4. Europe
5. Asia
6. Australia
7. Antarctica

Oceans

Answers may include, but are not limited to the following:

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean

Mountain Ranges

Answers may include, but are not limited to the following:

1. Rocky Mountains
2. Andes Mountains
3. Atlas Mountains
4. Alps
5. Himalayas
6. Pyrenees

Rivers

Answers may include, but are not limited to the following:

1. Mississippi River
2. Amazon River
3. Nile River
4. Congo River
5. Yangtze

Practice (p. 16)

1. Arctic
2. Alps
3. Urals
4. Andes
5. Europe
6. Atlas
7. Indian
8. Nile; Congo
9. Antarctica
10. Australia

Practice (pp. 17-18)

1. c
2. c
3. b
4. a
5. b
6. a
7. c

Practice (pp. 22-23)

1. domesticate
2. geologist
3. prehistoric
4. nomads
5. anthropologist
6. culture
7. community
8. archaeologist
9. history
10. settlement
11. specialize

Keys

Practice (pp. 24-25)

- I. Old Stone Age
  - A. Humans moved from place to place
  - B. Humans lived in caves
  - C. Humans hunted for food
  - D. Discoveries
    - 1. Fire
    - 2. Crude tools
- II. New Stone Age
  - A. People began to gain control over their environment
    - 1. Groups of people settled near lakes and rivers
    - 2. Domesticated animals provided
      - a. labor
      - b. food
  - B. Invention of the potter's wheel
- III. The Age of Metal
  - A. Invention of the plow for farming larger fields
  - B. Other important inventions
    - 1. Cloth
    - 2. Wheel
  - C. Discovery and use of metal
  - D. Community life
    - 1. Specific jobs
      - a. Metalsmith
      - b. Potter
      - c. Trader
      - d. Farmer
      - e. Hunter
    - 2. Results of cooperation
      - a. Improved living standards
      - b. Better protection from enemies

Practice (p. 26)

Answers will vary but may include the following:

1. Geologists study the history of Earth and its life; archaeologists study ancient peoples and their cultures by looking at artifacts, fossils, and remains.
2. People in the Old Stone Age were nomads. They used caves for shelter and used fire for cooking and staying warm.
3. Culture includes language, religion, and government.
4. People in the New Stone Age lived in one place. They domesticated animals and formed communities.

Practice (p. 29)

1. G
2. C
3. D
4. B
5. F
6. A
7. E

Practice (p. 30)

1. anthropologist
2. A.D.
3. specialize
4. B.C.
5. artifact
6. prehistoric
7. history
8. decade
9. century
10. millennium

Keys

Practice (p. 31)

1. F
2. E
3. A
4. D
5. B
6. C
7. G

Unit Assessment (pp. 5-8TG)

1. K
2. C
3. E
4. G
5. H
6. D
7. J
8. F
9. A
10. B
11. I
12. prehistory; recorded history
13. Old Stone Age
14. anthropologists
15. plow
16. 4000 B.C.
17. culture
18. Old Stone Age; New Stone Age; Age of Metal
19. ancient; medieval; modern
20. climate
21. geography
22. region
23. fertile
24. legend
25. natural resources
26. continent
27. decade
28. century
29. types of clothing
    types of housing
    methods of farming
30. pottery
31. crops
32. transportation

Unit 2: Early Civilizations in Ancient Egypt (3100 B.C.-1600 B.C.)

This unit emphasizes the history and contributions of ancient Egypt, one of the world's first great civilizations, and discusses other early civilizations.

Unit Focus

- influence of geography on development in the ancient world
- characteristics and contributions of civilizations in ancient Egypt and other early civilizations

Suggestions for Enrichment

1. Have students imagine and then discuss what life must have been like for their parents and grandparents as teenagers.
2. Ask each student to bring an inexpensive item for a trade activity. Have students go through a simple trading activity requiring them to trade at least once. Afterward have them discuss the experience and what they learned. (Barter can be briefly discussed.)
3. Have students create their own classroom civilization. They should consider such things as the geography of the area and government (e.g., rules of conduct, occupations, housing).
4. Have students create a bar graph representing the heights of the three Great Pyramids of Giza: Menkure, Khafre, and Khufu.
5. Have students research the population and size of Egypt and compare with those of the United States.
6. Give students a world map and ask them to label Egypt and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

7. Ask students to select one of the following topics to research.

   - everyday life in ancient Egypt (e.g., professions: scribe, artisan; government; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)
   - everyday life in modern Egypt (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)

8. Have students research and write about a famous person important to Egypt (e.g., Zoser, Imhotep, Hatshepsut, Cheops, Nefertiti, Ramses, Tutankhamen, Amenhotep, Alexander the Great, Cleopatra, Gamal Abdel Nasser, Anwar Sadat). Have students include a summary of the person's life and his or her famous contributions.

9. Invite a guest speaker who has lived in Egypt to talk to about Egyptian culture and customs and share a few conversational words or phrases in Arabic, the prevailing language of Egypt.

10. Show the class a travel video on Egypt.

11. Have students research one of the following topics about Egypt: the Sahara Desert, the Aswan Dam, the Suez Canal, the Islamic religion, or the pyramids of Egypt.

12. Have students read and share Egyptian stories and folktales.

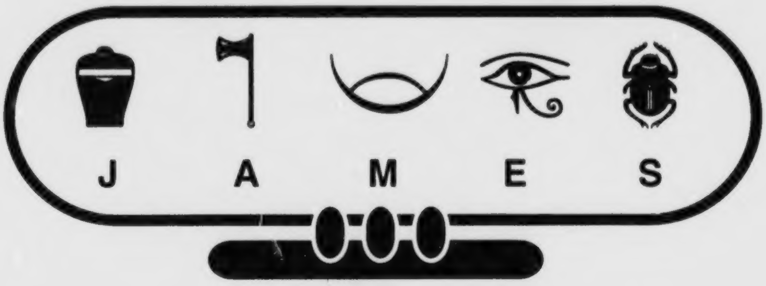
13. Have students listen to music from the Middle East. (Although Egypt is in Africa, its culture is more closely associated with the Arab nations of the Middle East.)

14. Have students research Egyptian inventions, ancient and modern pastimes, and sports.

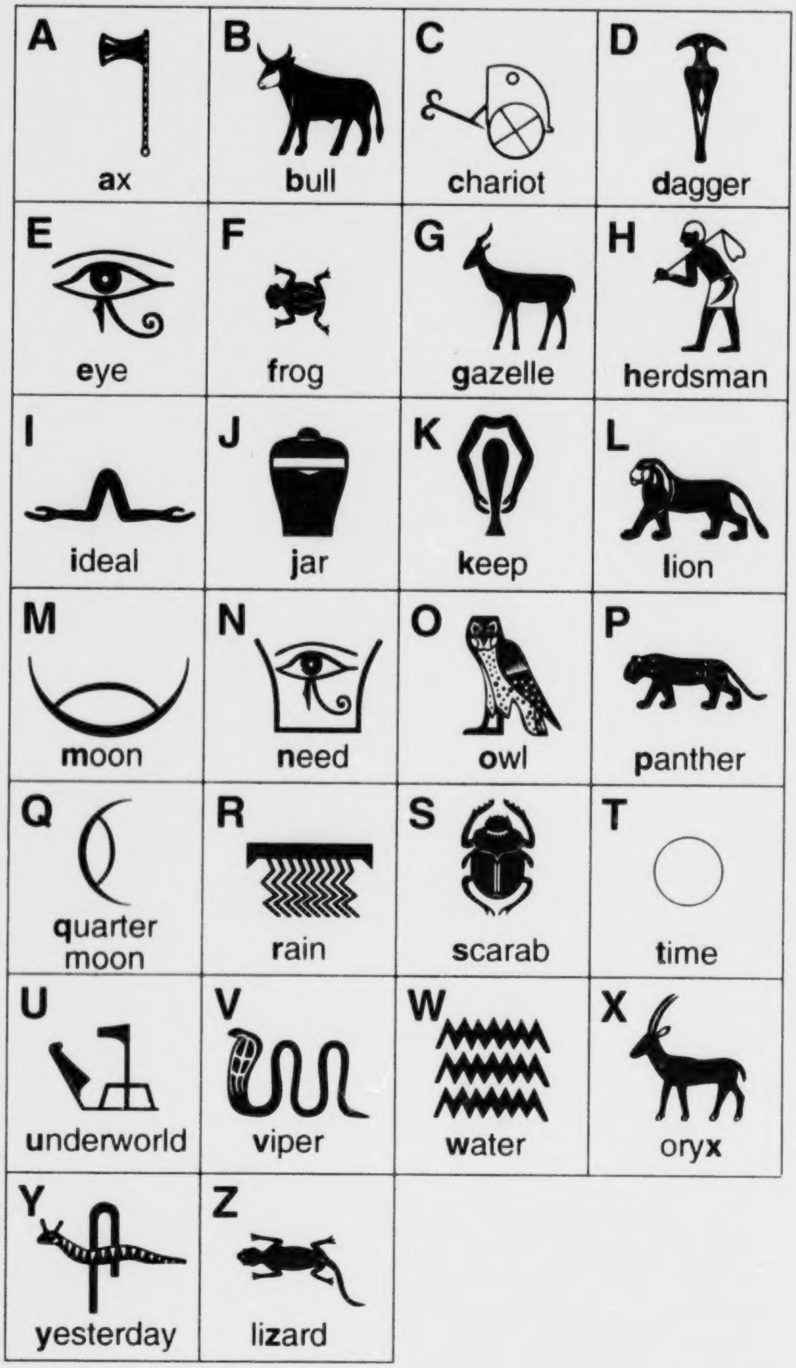
15. Divide the class into groups and assign regions in Egypt to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the Egyptian pound, abbreviated £ E). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

16. Have students develop an Egyptian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

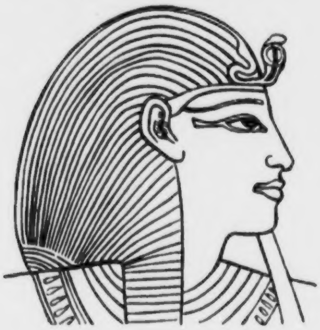
17. Have students research the Egyptian hieroglyphic alphabet and use heiroglyphs to write their names. Have students draw a decorative, oval cartouche border around their names. The chart on the following page contains a fictitious hieroglyphic alphabet made from Egyptian characters, concepts, or objects. Have the students use the characters to write their names or create their own alphabet. An example is given below.

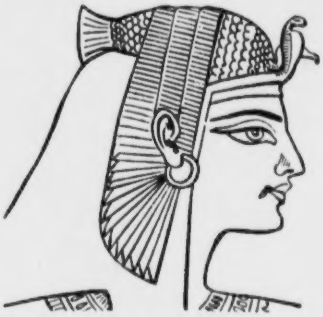


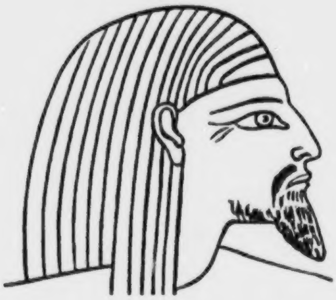
A cartouche is an ornamental frame that is often oval or oblong in shape and encloses a pharaoh's name. The cartouche may be illustrated across the paper from left to right, or you may work from the top of the paper down.

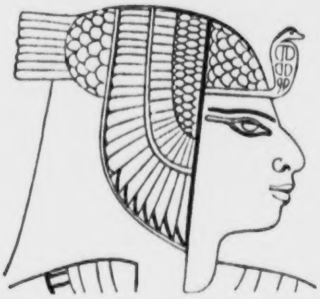

A ax
B bull
C chariot
D dagger
E eye
F frog
G gazelle
H herdsman
I ideal
J jar
K keep
L lion
M moon
N need
O owl
P panther
Q quarter moon
R rain
S scarab
T time
U underworld
V viper
W water
X oryx
Y yesterday
Z lizard

18. Have students create Egyptian-style profile portraits with the eyes looking straight out.

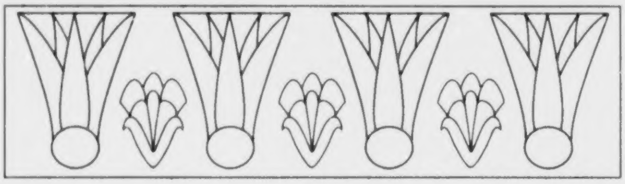








19. Have students create papyrus and lotus designs using simplified drawings of flowers in repeat patterns. Ask students to begin by developing several stylized flower drawings on practice paper. Have them cut out two to trace as repeated patterns on 6" x 12" paper. Then have students outline border designs with a black marker and color in part of the designs with colored markers or pencils.



20. Have students write a first-person story about daily life in ancient Egypt.

21. Have students explore Egyptian culture, the day-to-day life of ancient Egyptians, and the two-dimensional style of Egyptian art, and then create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.

22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

achievements
architecture
barter
civilization
embalming
empire
government
hieroglyphics
papyrus
pharaoh
pyramids
scribes
untouchables
urban

1. The ____________________ were the lowest members of the Indian caste system.

2. The Egyptian ____________________ had a highly developed culture.

3. Egyptians used the ____________________ plant to make paper.

4. Egypt was ruled by a ____________________, which is the name for an Egyptian King.

5. The ____________________ of the African culture included artwork and metalwork.

6. The Egyptians built ____________________ to bury their pharaohs.

7. The ancient Egyptian writing system is called ____________________.

8. The ____________________ were those who kept records.

9. Egyptians preserved bodies by ________________ them.

10. Early civilizations used a ________________ system for trade.

11. The Egyptians ruled a large ________________ .

12. An example of Egyptian ________________ is the pyramid.

13. There were many different forms of ________________ in the early civilizations.

14. Some early civilizations developed an ________________ way of life.

Circle the letter of the correct answer.

15. The two civilizations which did **not** develop along river valleys are ________ .

    a. Japan and Egypt
    b. Amerindian and Egypt
    c. Amerindian and Japan
    d. Mesopotamia and Brooklyn

16. The governments of the early civilizations can be described as ________ .

    a. very weak
    b. very powerful
    c. democratic
    d. there were no governments

17. Most of the people who lived during the early civilizations were __________ .

a. millionaires
b. chariot dealers
c. very poor
d. merchants

18. The Amerindian Civilization developed in __________ .

a. Europe and Asia
b. India and China
c. North America and Africa
d. South America and North America

19. The Fertile Crescent is located near __________ .

a. the Mississippi and Missouri rivers
b. the Atlantic and Pacific Oceans
c. the Nile River and Red Sea
d. the Tigris and Euphrates rivers

Keys

Practice (pp. 44-45)

1. 3100 B.C.
2. pharaohs
3. priests; landlords; government officials; military leaders
4. flood
5. social
6. poor
7. bartering
8. Ra; Isis
9. pyramids
10. architecture; mathematics; calendar
11. Japan; Amerindian
12. deserts; mountains; oceans

Practice (pp. 46-47)

1. Early Civilizations
2. Location; Government; Social Structure; Religion; Economy; Achievements
3. Egyptian; Mesopotamia; Indus Valley; Yellow River Valley or Huang He River Valley; Japan; African; Amerindian
4. Caste system
5. Nile River Valley
6. farming
7. metalwork; artwork
8. all-powerful ruler called pharaoh
9. Shintoism

Practice (p. 51)

1. F
2. I
3. D
4. K
5. L
6. J
7. E
8. A
9. H
10. C
11. M
12. N
13. B
14. G

Unit Assessment (pp. 19-21TG)

1. untouchables
2. civilization
3. papyrus
4. pharaoh
5. achievements
6. pyramids
7. hieroglyphics
8. scribes
9. embalming
10. barter
11. empire
12. architecture
13. government
14. urban
15. c
16. b
17. c
18. d
19. d

Unit 3: Early Civilizations in the Fertile Crescent (3500 B.C.-539 B.C.)

This unit emphasizes the history and contributions of the ancient civilizations in the Fertile Crescent.

Unit Focus

- characteristics and contributions of early civilizations in Mesopotamia and the Mediterranean basin
- geographic and political factors that helped bring about the rise and fall of civilizations in Mesopotamia and the Mediterranean basin

Suggestions for Enrichment

1. Have students develop a chart entitled "Contributions of Early Civilizations of the Fertile Crescent." Include in the chart all of the civilizations studied in this unit. (See chart in Unit 3, page 89, of the student book as an example.)
2. Ask students to compare our modern legal system with that of the Code of Hammurabi.
3. Have students use the Internet or other sources to view and read all of the laws in the Code of Hammurabi. Discuss and compare punishment under the law with Hammurabi's code and our laws of today. Have students explain which set of laws is more fair and why.
4. Ask students to compare the Code of Hammurabi with our Bill of Rights.
5. Have the class create a timeline on banner paper to be hung on the classroom wall. Using different colors, students can add each civilization they study to the timeline.

6. Ask students to research and construct a timeline showing the various empires of this period (e.g., Arcadian, Babylonian, Hittite, Assyrian, Persian).

7. Ask students to compare the *Star Wars'* empires with the empires they are studying.

8. Divide students into groups. Have each group choose an ancient civilization from the Fertile Crescent and make an oral presentation to the class using their textbooks and reference sources from the library. Posters or other visual aids may be used.

9. Have students develop a graphic organizer for a three-step cause-and-effect chain as shown below.

cause	→	**effect**
1. people developed agriculture	→	a steady supply of food was available
2. a steady supply of food was available	→	development of permanent housing
3. development of permanent housing	→	beginning of government

(Other examples: domestication of animals; construction of irrigation ditches; development of religion). Have students pair up and compare their chains.

10. Have students choose two cultures and compare these aspects: types of dwelling they built, types of food they ate, their religion, their mobility, and their family patterns. Then have them make at least one generalization about both cultures and explain the information they used to form the conclusion. Finally, identify an aspect from one of the cultures and identify another culture or situation to which it applies.

11. Ask students to locate magazine pictures to represent events in their life and attach them to an 18" string. Allow time to discuss how someone else (a friend, parents, a teacher) might have told a story differently. Discuss how choosing a particular focus on historical events influences what we read as history. Discuss how different people from different countries may report on a similar event.

12. Have students list comparisons between the cultures described in the unit.

13. Make two columns on the board labeled *historical fact* and *historical interpretation*. Ask students to give examples of both from the unit. For example: Sumerian cities were conquered by nomads (fact). As the nomad population increased and their needs became greater, they pushed closer to the city-states (interpretation). Discuss the historian's role in reporting historical events and the need for interpreting such events.

14. Discuss similarities in Sumerian religion to activities in students' daily lives.

15. Have students research the epic of Gilgamesh and read sections aloud. Discuss how Sumerians used these tales to entertain. Have students compare this with reading about comic book heroes.

16. Have students research and list tools developed and/or invented by the Sumerians. Discuss the Bronze Age and what impact this age had on further developments. Brainstorm important inventions and tools used today that were developed by the Sumerians. Ask students to further research tools invented by the people of Mesopotamia.

17. Have students write about what they think the life of a Sumerian their own age would be like. Discuss these activities and ask students to compare the activities to their own typical day.

18. Have students choose one of the civilizations discussed in the unit and describe what daily life would have been like for someone their age.

19. Make, buy, or copy clay tablets with pictograph or cuneiform writing on them. In three stages three to five minutes apart, provide resources that will allow students working in groups to translate more and more of the tablets. Ask groups to report on the translations and read the tablet. Provide each group with a written handout with full cuneiform-to-English translations and have students write and draw cuneiform and English translations. Have students brainstorm advantages of having a written language.

20. Have students discuss what life would be like without a car, written language, or a government based on laws.

21. Have students use the Internet to gather information about an ancient civilization. Ask students to produce a newspaper that reflects the cultural, political, economic, and religious views of the people living in those societies at that time. Discuss different sections of the paper, such as the front page, business, travel, arts and leisure, real estate, editorial, and advertisement sections. Discuss how narrative, descriptive, and persuasive writing is used for specific articles and sections. Have students visit the Web pages of popular daily newspapers such as *USA Today*, *The New York Times*, and *The Washington Post* to examine layout and articles by professional writers. Have students include at least one feature article, a letter to the editor, a classified ad, and an advertisement. Ask students to include articles on sports, travel, arts and leisure, and business. Encourage use of illustrations, pictures, table, and charts.

22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a skilled worker such as a weaver or a baker, who makes goods by hand

______ 2. separation from your homeland

______ 3. payments that conquered peoples were forced to pay to their conquerors

______ 4. belief in only one God

______ 5. code of right or wrong conduct

______ 6. a system of writing with wedged-shaped symbols invented by the Sumerians

______ 7. believing in many gods

______ 8. the scattering of the Hebrew people from their homeland

______ 9. good, honest, and truthful

______ 10. a promise or an agreement

______ 11. people in ancient times who kept records

______ 12. a religious leader who is believed to be able to interpret God's will

______ 13. a great lack of food

______ 14. to be freed or released

A. artisan

B. covenant

C. cuneiform

D. diaspora

E. ethics

F. exile

G. famine

H. liberated

I. monotheism

J. moral

K. polytheistic

L. prophet

M. scribes

N. tribute

Circle the letter of the correct answer.

15. The Sumerian civilization began in a valley between the ________.

    a. Persian Gulf and the Mediterranean Sea
    b. Tigris and Euphrates rivers
    c. Red Sea and Persian Gulf
    d. lands of Egypt and Phoenicia

16. The Sumerians built ziggurats that were ________.

    a. libraries
    b. irrigation canals
    c. palaces
    d. religious temples

17. The most important Phoenician contribution to our civilization was ________.

    a. seaworthy ships
    b. the alphabet
    c. purple dye
    d. belief in one God

18. The first people to believe in one God were the ________.

    a. Phoenicians
    b. Chaldeans
    c. Hebrews
    d. Babylonians

19. The Hebrew leader that forced the Egyptians to free the Hebrews from slavery in Egypt was ________.

    a. Moses
    b. David
    c. Saul
    d. Solomon

20. __________ was a great Babylonian king who had the laws of his civilization put into writing and carved into stone.

a. Assurbanipal
b. Nebuchadnezzar
c. Cyrus
d. Hammurabi

21. The __________ unified their empire by building the Royal Road, establishing an efficient government, and a standard currency.

a. Assyrians
b. Babylonians
c. Persians
d. Chaldeans

22. A great library with the knowledge and achievements of many civilizations of the ancient world was a contribution of the __________ .

a. Assyrians
b. Babylonians
c. Phoenicians
d. Hebrews

Answer the following using complete sentences.

23. Compare and contrast the Code of Hammurabi and the Ten Commandments. ______________________________

____

____

____

____

____

____

24. How was the Assyrian way of building an empire different from that of the Persians?

Which do you think was the more effective? Explain your answer.

25. Which of the ancient civilizations of the Fertile Crescent have influenced the course of history the most? Explain your answer.

Keys

Practice (p. 62)

1. G
2. C
3. B
4. F
5. D
6. M
7. K
8. H
9. J
10. A
11. E
12. I
13. L

Practice (p. 63)

1. The Fertile Crescent is an area of land from the Persian Gulf to the Mediterranean Sea.
2. The floodwaters left behind silt, a thick layer of mud, in which grain could be planted and later harvested.
3. In many large city-states with various social classes: priests and kings at the top; wealthy merchants next; farmers, artisans, and craftsman next, in the majority; and slaves at the lowest level.
4. The main achievements were a system of writing with wedge-shaped symbols called cuneiform; pyramid-shaped buildings called ziggurats; dikes and an irrigation system; a number system based on 60; and a lunar calendar with 12 months.

Practice (p. 67)

1. Hammurabi created the first system of laws called the Code of Hammurabi.
2. Answers will vary.
3. The main achievements of the Babylonians were the first system of laws called the Code of Hammurabi, which became the foundation for other legal systems, and the study of astrology which led to the development of astronomy.
4. The Babylonians adopted cuneiform, the system of writing with wedge-shaped symbols; they were farmers and traders; they had a similar social structure of upper, middle, and lower classes; they adopted polytheistic ideas and worshipped many gods; and they did not believe in an afterlife.

Practice (p. 74)

1. liberated
2. Torah
3. moral
4. covenant
5. ethics
6. prophet
7. monotheism
8. Diaspora
9. exile

Practice (pp. 75-76)

1. The Hebrews believed in one God.
2. The Hebrew laws encouraged fairness and justice and strict rules for behavior.
3. Moses freed the Hebrew people from slavery in the 1200s B.C.
4. The prophets, such as Elijah, Isaiah, Deborah, and Micah, were messengers of God who preached to the Hebrew people about obedience to God's laws and the dangers of breaking them. Prophets such as Jeremiah helped the Hebrews preserve their faith by reminding them not to forget their duties to God and to one another.

Keys

5. People resented high taxes and spending one month out of every three working on the temple, so after Solomon's death the kingdom divided into two separate kingdoms.
6. When the Chaldeans captured Jerusalem, many Hebrews were enslaved and taken to the capital city of Babylon. Prophets helped the Hebrew people keep their culture and religious identify during this long captivity.
7. The contributions of the Hebrews were the concept of one God; the narrative art of the Hebrew Bible; the Ten Commandments; ideas of social justice and human dignity; and one of the first occurrences of a seven-day week.

Practice (pp. 82-83)

1. The Phoenicians earned a living as shipbuilders, navigators, seafaring merchants, and traders.
2. The Phoenicians traded lumber, glass, and purple dye from their land for wine, weapons, valuable metals, ivory, and slaves from other lands.
3. The Phoenicians contributed the phonetic alphabet of 22 letters.
4. The Assyrians terrorized people they conquered, using cruelty and violence.
5. Assyrian rulers used terror in ruling their empire.
6. The Assyrians were great builders and copied and edited many of the literary works of Babylonia.
7. The Hanging Gardens of Babylon, one of the Seven Wonders of the ancient world, were lush rooftop gardens, visible from any point in Babylon and watered through a complex system of pumps.
8. Chaldean astronomers recorded accurate observations of the stars and made maps of the positions of the planets and the phases of the moon.

Practice (pp. 87-88)

1. The Persians treated the people they conquered fairly; the people could keep their own languages, customs, and religion.
2. King Cyrus made Persia a mighty empire by conquering other empires.
3. Kings appointed satraps, or governors, to govern each province and keep an eye on all their officials.
4. The inspectors were the eyes and ears of the king.
5. The Persians' religious beliefs followed the teaching of a Persian prophet name Zoraster, who worshipped the one god Ahura Mazda. Ahura Mazda, the Wise Lord, stood for truth, goodness, and light. There was also an Evil Spirit who represented darkness. Zoraster taught that people had the choice of doing good or evil in a world trapped between the forces of good and evil. In the end, all souls would be judged according to the choice they had made and either be rewarded with entering paradise or punished by being sent to a dismal underworld.

Keys

6. Persians continued the Assyrians' practice of subdividing their empire into provinces to rule it efficiently. They also continued the practice of connecting all parts of their empire with a system of roads. The Persians set up a common set of weights and measures to improve trade. They used coins, like the Lydians, and manufactured and used metal coins in trade. Their tolerance and good government helped to preserve ideas from earlier civilizations for the future.

Practice (pp. 91-92)

1. stylus
2. scribes
3. Fertile Crescent
4. Mesopotamia
5. cuneiform
6. epic
7. silt
8. city-state
9. famine
10. ziggurat
11. polytheistic
12. cultural diffusion
13. artisan

Practice (p. 93)

1. D
2. J
3. K
4. G
5. B
6. L
7. A
8. C
9. H
10. F
11. E
12. I

Unit Assessment (pp. 29-32TG)

1. A
2. F
3. N
4. I
5. E
6. C
7. K
8. D
9. J
10. B
11. M
12. L
13. G
14. H
15. b
16. d
17. b
18. c
19. a
20. d
21. c
22. a
23. Answers will vary.
24. Answers will vary.
25. Answers will vary.

Unit 4: Early Civilizations in India and China (2500 B.C.-184 B.C.)

This unit emphasizes the history and the contributions of the civilizations of ancient India and China.

Unit Focus

- characteristics and contributions of advanced civilizations in India and China
- geographic and political factors that helped bring about the rise and fall of ruling families in India and China
- religion and philosophy that influenced the development of both the Indian and Chinese culture

Suggestions for Enrichment

1. Have students research the population and size of India and compare with the United States.
2. Give students a world map and ask them to label India and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
3. Ask students to select one of following topics to research.
    - everyday life in ancient India (e.g., professions, government, dwellings, family life)
    - everyday life in modern India (e.g., village life compared with city life; economy: types of jobs; lifestyles: family, education, health, housing, holidays)

4. Have students research and write about a famous Indian person or a person who spent time in India (e.g., Siddartha Gautama, Kalidasa, Chandragupta Maurya, Babur, Saint Francis Xavier, Akbar, Shah Jahan, Mahatma Gandhi, Rudyard Kipling, Jawaharlal Nehru, Mother Teresa, Indira Gandhi). Have students include a summary of the person's life and famous contributions.

5. Invite a guest speaker who has lived in India to talk about the Indian culture and customs and share a few conversational words or phrases in Hindi, the official language of India.

6. Show the class a travel video on India.

7. Have students research one of the following topics about India: Indian dress, Hinduism, the Taj Mahal, monsoons, or the caste system.

8. Have students read and share Indian stories and folktales.

9. Have students listen to traditional Indian music, especially that music played with the sitar, one of India's most ancient instruments, made popular with Western audiences of the 1960s by Ravi Shankar.

10. Have students research Indian inventions, ancient and modern pastimes, and sports.

11. Ask students to list examples of archeological finds from Mohenjo-Daro and describe what each find indicates about the culture. Finds could indicate the existence of city planning, writing, trade, technology, etc.

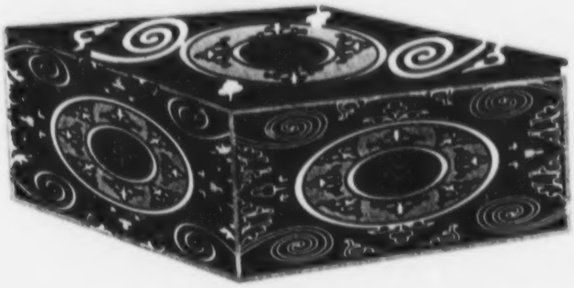
12. Ask students to draw a triangle representing the shape of India. Have them read pages 99-100 in their textbook and label the geographic features described in this section. Discuss the impact of these physical features on the development of Indian civilization.

13. Divide the class into groups and assign regions in India to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the rupee). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

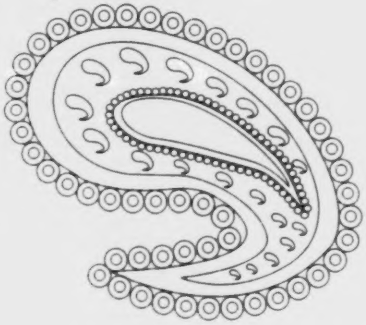
14. Have students develop an Indian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

15. Invite an Indian or Indian-American artist to show the class some Indian crafts (e.g., batik, wood carvings, embroidery, woodcut prints, rugs, marble inlays, jewelry, brass work, lacquer boxes, paisley prints).

16. Have students create painted lacquer boxes from cardboard pencil boxes or any small boxes available. Have them draw patterns on practice paper, then paint the pencil box with black paint. When this is dry, have students paint patterns on the black paint. When that dries, ask them to outline some patterns with a gold marker. Have students apply a coat of aerosol varnish to the surface of the box. This should be done outside where there is good ventilation.



17. Have students look at paisley, a design motif used extensively by Indian textile designers. Paisley designs are derived from shapes elaborately decorated with leaf, floral, and geometric designs. Have students create an original paisley pattern.



18. Have students write a first-person story about daily life in ancient India.

19. Have students research the population and size of China and compare with those of the United States.

20. Give students a world map and ask them to label China and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

21. Ask students to select one of the following topics to research.

    - everyday life of ancient China (e.g., professions, government, dwelling, family life)

    - everyday life of modern China (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)

22. Have students research and write about a famous person or group of people from China (e.g., Confucius, Shi Huangdi, LiPo, Tu Fu, Kublai Khan, Jiang Kai-shek, Mao Zedong, Zhou Enlai, Pu Yi, Manchus, Nationalists, Communists).

23. Invite guest speakers who have lived in China to talk to students about Chinese culture and customs and share a few conversational words or phrases; demonstrate the use of the abacus and have students solve mathematical problems; demonstrate Chinese writing, and write a few students names; and/or demonstrate the use of chopsticks and have students practice by passing jelly beans to each other using the chopsticks.

24. Show the class a travel video on China.

25. Have students research one of the following topics: Confucianism, Yuan and Zhou dynasties, the Tang dynasty (the Golden Age), Marco Polo, the Great Wall of China, Tiananmen Square, the Imperial Palace, or acupuncture.

26. Have students read and share Chinese stories and folktales.

27. Have students listen to traditional Chinese music and Chinese operas.

28. Have students research Chinese inventions, ancient and modern pastimes, and sports.

29. Divide students into groups. Have each group research a technology developed in ancient China and present collages describing past and present uses of this technology in an oral presentation.

30. Have students develop a chart to help them understand important cultural developments in the Shang dynasty. See the sample chart below.

Shang Culture			
Society	Religion	Writing	Technology, Art, and Science

31. Have students use textbooks and other references to make a bulletin board display that compares the basic philosophies of Confucius, Laozi, and Hanfeizi. Based on their research, have the group choose one philosophy and argue that its philosophy is best able to solve the problems of the modern world. Have the class conduct a debate, with each group sending a spokesperson to the podium.

32. Divide the class into groups and assign regions in China to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the Yuan). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

33. Have students develop an Chinese cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

34. Invite a Chinese artist to give a talk or demonstration on his or her art form (e.g., free brush, painting on silk, porcelain, calligraphy, hua yang or paper-cuts).

35. Have students create hua yang, or Chinese paper-cuts. Ask students to fold a 9" x 12" piece of black construction paper in half and cut out the basic shape of an animal or object in nature. The students shoud keep the paper folded. Have them cut out some shapes from the outer edges. (Optional: Use a hole punch to create designs within the basic shape.) Have students unfold the paper and glue it to a piece of 9" x 12" white drawing paper.

36. Have students write a first-person story about daily life in ancient China

37. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. fine windblown yellow soil

_____ 2. desiring to do good to others; kindhearted

_____ 3. deeply religious

_____ 4. to decode or interpret

_____ 5. respect for one's parents

_____ 6. a system of managing government through departments run by appointed officials

_____ 7. an unchangeable social group into which a person is born

_____ 8. to adopt a different system or belief

A. benevolent

B. bureaucracy

C. caste

D. convert

E. decipher

F. devout

G. filial piety

H. loess

Match each definition with the correct term. Write the letter on the line provided.

______ 9. large area of land smaller than a continent

______ 10. seasonal wind that is dry in one season and brings heavy rainfall in the other

______ 11. ruling family

______ 12. bone used by Shang dynasty priests to predict the future

______ 13. any system of ideas based on values of an individual or culture concerning the source and nature of human knowledge

______ 14. classical language of the Hindu peoples of India

______ 15. a system in which people owe their loyalty to the wealthy landowners

A. dynasty

B. feudalism

C. monsoon

D. oracle bone

E. philosophy

F. Sanskrit

G. subcontinent

Circle the letter of the correct answer

16. The people of India were cut off from other civilizations due to ____________ .

    a. the caste system
    b. religious differences
    c. the geography of India
    d. their warlike behavior

17. The first Indian civilization developed in ____________ .

    a. the Indus River Valley
    b. the Hindu Kush Mountains
    c. the Himalaya Mountains
    d. the Ganges River Valley

18. About 1500 B.C., India was invaded and conquered by the ________.

   a. Persians
   b. Aryans
   c. Dravidians
   d. Assyrians

19. The Vedas were ________.

   a. priests
   b. religious writings
   c. swords
   d. Aryan gods

20. The ________ were the highest position in the Aryan caste system.

   a. Shudras
   b. Vaisyas
   c. Kshatriyas
   d. Brahmins

21. The lowest class in Aryan society was ________.

   a. Brahmins
   b. Vaisyas
   c. Kshatriyas
   d. Shudras

22. Unlike Chandragupta, Asoka became a ________

   a. soldier and conqueror
   b. a follower of Hinduism
   c. a man of peace
   d. a member of the Mauryan dynasty

23. Early civilization in China developed in the valley of the ________ River.

   a Yangzi
   b. Indus
   c. Yellow or Huang He
   d. Ganges

24. The Chinese view of government in which dynasties received their power from the gods was called __________ .

    a. filial piety
    b. feudalism
    c. the Vedas
    d. the Mandate of Heaven

25. The Zhou set up a feudal system in order to __________ .

    a. increase farm production
    b. weaken the nobility
    c. get help in governing their empire
    d. end warfare in the provinces of China

26. Confucius encouraged loyalty to the __________ .

    a. nation
    b. leader
    c. family
    d. community

27. The philosopher Laozi taught that individuals could achieve happiness by __________ .

    a. relying on the government
    b. accepting their lot in life
    c. pursuing wealth and giving it to the poor
    d. preaching against the evils of society

28. Legalism taught that __________ .

    a. man is basically good
    b. order could be achieved through strict laws and harsh punishments
    c. man must follow the "way of nature"
    d. filial piety would bring harmony to China

Answer the following using complete sentences.

29. What were some of the achievements of early Chinese civilization?

____

____

____

____

____

____

____

____

30. How did the Aryans build a new civilization in India? ________

____

____

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____

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____

____

31. What measures did Chandragupta take to unite his empire?

32. How did Asoka's policy of toleration help him unite his empire?

Keys

Practice (p. 106)

1. Khyber Pass
2. Indus River
3. Harappa
4. Plateau of Tibet
5. Himalaya Mountains
6. Ganges River
7. Arabian Sea
8. Bay of Bengal

Practice (pp. 107-108)

1. Answers will include the following: many mountain ranges isolated population groups; two great rivers water the fertile region; the Indus Plain attracted invaders; monsoons could damage crops and lead to famine
2. The civilization disappeared about 1500 B.C. leaving only clay tablets with picture symbols which have not been deciphered.
3. Evidence from archeologists shows that the Indus Valley people developed and used a uniform system of weights and measurements. Their pottery was shaped, decorated, glazed, and baked. Copper and bronze were used to make ornaments, fishhooks, and spears. Wooden furniture was decorated with bone, shell, and ivory.
4. The Aryans invaded the Indus Valley, enslaving the Dravidians who lived there. The culture of the Aryans and the Dravidians gradually blended and a new civilization began.
5. The people were divided into classes by occupation and family. They worshipped nature gods and goddesses. They believed that their gods would give them good health, victory in war, and wealth. Over time, the Aryan religion gradually changed to Hinduism.
6. Chandragupta's rule was harsh. He had a powerful army. Asoka rejected war and violence. He vowed to rule by moral example and a code of conduct that emphasized truth, justice, and religious tolerance.

Practice (p. 109)

1. B
2. C
3. I
4. G
5. K
6. F
7. H
8. D
9. J
10. E
11. A

Practice (pp. 119-120)

1. Many floods caused massive destruction.
2. They believed that praying to one's ancestors would influence the gods. Sacrifices and food offerings were used.
3. The Mandate of Heaven meant that the power to rule came from the gods. It was used by dynasties to gain power.
4. Answers will include the following: developed a system of writing, produced beautiful pottery, learned to weave silk cloth, made the first bound books, used iron to make tools and weapons, and developed irrigation and flood control systems.
5. Confucius taught respect for one's family and ancestors. He taught that honesty, politeness, generosity,

and loyalty were very important virtues. Laozi believed that a universal force guided all things, that people should live as simply as possible in harmony with nature. He believed that the government should leave people alone.

6. Answers will vary.

Practice (p. 122)

5 East China Sea
6 South China Sea
2 Wei River
4 Yangzi River (Chang Jiang)
1 Huang River (Yellow River)
3 Yellow Sea

Practice (p. 125)

1. Mohenjo Daro and Harappa
2. Aryan sacred writings
3. a person's occupation and the class of his or her parents
4. creator of India's first great empire
5. their bronzework
6. Answers will vary.

Practice (p. 126)

1. G
2. H
3. I
4. F
5. A
6. C
7. D
8. B
9. E

Unit Assessment (pp. 43-48TG)

1. H
2. A
3. F
4. E
5. G
6. B
7. C
8. D
9. G
10. C
11. A
12. D
13. E
14. F
15. B
16. c
17. a
18. b
19. b
20. d
21. d
22. c
23. c
24. d
25. c
26, c
27. b
28. b
29. The Chinese under the Shang dynasty developed a system of writing. They also produced beautiful pottery and silk cloth. Shang artists were famous for their bronzework. During the Zhou dynasty the Chinese made the first bound books.
30. The Aryans settled in the fertile plains of Northern India. They formed independent states ruled by rajahs or chiefs. These independent states eventually became small kingdoms of self-governing farming villages. Aryan culture developed important customs and traditions that were passed down through their sacred scriptures known as the Vedas. They had a rigid class structure known the caste system. People were grouped socially by occupation and family.

Keys

31. Chandragupta's family, the Mauryas, created India's first great empire. He established a centralized government with a well-organized bureaucracy. Government officials collected taxes and supervised the building of roads and harbors. His rule was harsh. He used a network of spies to control his empire.
32. Asoka became a convert to the Buddhist faith. Buddhism teaches nonviolence. He followed a code of conduct that emphasized truth, justice, and religious toleration. His leadership brought peace and prosperity to India.

Unit 5: Ancient Greece (600 B.C.-323 B.C.)

This unit emphasizes the history and contributions of the ancient Greeks and how the Greeks have influenced modern culture.

Unit Focus

- characteristics of Greek culture
- achievements of Alexander the Great
- characteristics of Athens and Sparta
- contributions of ancient Greek civilization

Suggestions for Enrichment

1. Ask students to discuss the Olympic Games. Have them identify codes of conduct and value systems important to athletes.
2. Have students research and create a graphic organizer to compare the original Olympic games with the modern Olympics.
3. Have students use the Internet or other sources to research the Olympic games around 480 B.C. and the different goals and behavior of people from Sparta, Athens, Corinth, Argos, and Megara.
4. Have students use the Internet and other sources to research the history of the Olympic games and to answer the following questions: In what country did the Olympics originate? What do the five interlocking rings symbolize on the Olympic flag? Explain the choice of colors for each ring. When and where were the first summer and winter Olympics held? What country won the most metals in the last Winter and Summer Olympics? How many gold, silver, and bronze metals did they win? Study the results of the last five Summer Olympics games. Based on the number of medals won, predict who will win the most medals in the coming Summer or Winter Olympics. In which events will they win medals?

5. The original Greek Olympics were held to honor the gods. Have students research Greek gods and choose one Greek god, design a symbol to represent that god, and explain the symbol's significance. (List of significant Greek gods: Zeus, Hera, Poseidon, Hades, Ares, Hephaestus, Hermes, Apollo, Artemis, Dionysus, Athena, and Aphrodite.)

6. Hold mock ancient Greek Olympics. Choose five groups to represent Sparta, Athens, Corinth, Argos, and Megara. Have groups create a flag for their team. Conduct the following Olympic games listed below.

   - tongue twister—one team member says one tongue twister (chosen at random) three times; the best team wins
   - velcro sticky ball (javelin throwing)—all team members compete to throw a paper javelin; the best total team score wins
   - music appreciation (humming)—one or more team members hum a tune; the best team wins
   - boxing (items in a box)—one team member is shown the contents of a box for 20 seconds and has one minute to write everything remembered; best score wins
   - ball in a basket—all team members compete to toss a ball in a basket; the best score wins
   - art recognition—one team member draws an item at random from a box, teammates guess item; the best time wins
   - knucklebones (Jacks)—the first team member plays a round of Jacks by onesies, the next person twosies, the next threesies, etc. If you miss you're out. The best team score wins. Award first-, second-, and third-place winners.

7. Have students discuss what they think is the most important purpose of government. Have them explain by citing examples of that purpose.

8. Have the class describe their student government. How is it organized? How do those in charge gain leadership?

9. Have students brainstorm a list of what democracy in the United States entails. Discuss why students think Athenian democracy could or could not work in the United States. Review the American democracy list and ask how students might change the list.

10. Have students research how geography and climate influenced ancient Greece in the following areas: farming, trade, and the development of individual city-states.

11. Have students examine a map of Greece for important geographic features. Ask students to describe at least five geographic features, and compare them (e.g., climate, water bodies, type and description of land mass, land fertility) to geographical features found on a map of Egypt.

12. Ask students to research and compare life in Athens with life in Sparta using the following graphic organizer.

Compare Life in Athens with Life in Sparta

	Athens	Sparta
physical education		
cultural education		
military obligations of citizens		
form of government		
government control of daily life		

13. Have students draw a Venn diagram, label the circles Sparta and Athens, respectively, and label the overlapping section Similarities. Ask students to search background information on Athens and Sparta and fill in the Venn diagram.

14. Have students research the differences in Sparta and Athens concerning these topics: education, boys, girls, and weddings.

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15. Have students use the Internet and other sources to describe Greek men, women, babies, girls, boys, slaves, toys, pets, houses, food, clothing, hairstyles (barber shops), dance, stories, and contributions to the world.

16. Have students act in the role of an ancient Greek or Roman god and decide what and how to handle a current issue.

17. Have students select a Greek god or goddess and, using the encyclopedia (or other source), write a newspaper story on the god or goddess complete with illustrations.

18. Have students create newspapers reflecting a historical period (e.g., a news flash from the pharaoh or from Alexander the Great).

19. Have students research the population and size of Greece and compare with those of the United States.

20. Give students a world map and ask them to label Greece and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

21. Ask students to select one of the following topics to research.

    - everyday life in ancient Greece (e.g., professions: merchants, artisans, farmers, servants; government: democracy; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)

    - everyday life in modern Greece (e.g., economy: type of jobs; lifestyles: family, education, health, housing, holidays)

22. Have students research and write about a famous person from Greece (e.g., Aesop, Homer, Pythagoras, Sophocles, Phidias, Pericles, Herodotus, Socrates, Hippocrates, Democritus, Plato, Aristotle). Have students include a summary of the person's life and famous contributions.

23. Invite a guest speaker who has lived in Greece to talk to students about Greek culture and customs and share a few conversational word or phrases.

24. Have students role-play a day in the life of an Athenian or of a Spartan.

25. Show the class a travel video on Greece.

26. Have students research one of the following topics about Greece: currency, ancient Greek Gods, Classical Age of Greece, democracy of ancient Athens, Greek architecture, and art of Greece.

27. Have students read and share Greek fables, folktales, or epics.

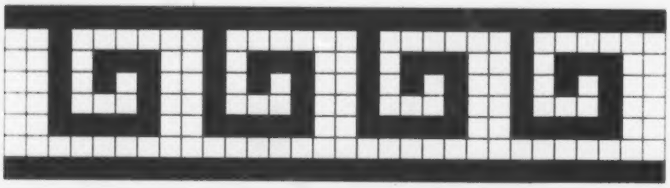
28. Have students listen to Greek folk music.

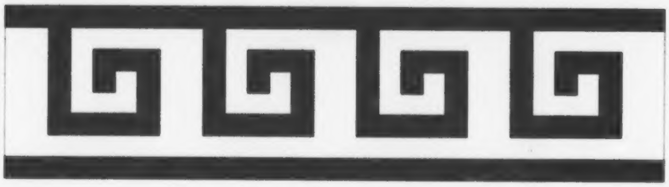
29. Have students research Greek inventions, ancient and modern pastimes, and sports (e.g., Olympic games).

30. Divide the class into groups and assign regions in Greece to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the drachma, abbreviated dr). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

31. Have students develop a Greek cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

32. Have students create Mediterranean border designs. Ask students to develop a basic geometric pattern on quarter-inch graph paper, then carefully measure and lightly sketch that design on a sheet of 6" x 12" drawing paper. Ask students to then outline and fill in part of the designs with black markers. Display borders around the room like wallpaper borders.





33. Have students write a first-person story about daily life in ancient Greece.

34. Have students write a five-paragraph essay on the causes and results of the Persian Wars:

- an introductory paragraph about the causes of the war
- a paragraph each on the battles of Marathon, Thermoplyae, and Salimis, including who was involved; where was it fought; when was it fought; what happened; who won; and strategic details on how it was won
- a concluding paragraph on the battle of Plataea, including who was fighting and who won

Ask students to reflect on the essay and think about how the Persians could have won the war. Discuss what details of the battle would be different. Discuss how Greek might have been affected.

35. Ask students to fill out the following chart by researching what the Minoans achieved and the Myceneans adopted in the areas of art, trade, building, and language. Have them put an X next to achievements that were lost during the Dark Ages.

Minoan and Mycenean Achievements

Area	Minoan	Mycenean
art		
trade		
building		
language		

36. Have students explore Greek culture, the day-to-day life of ancient Greeks and create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.

37. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a person of noble birth; a member of a superior class
_____ 2. a system of principles by which a nation or any group is governed
_____ 3. a body of land that has water on all but one side
_____ 4. alone; off by itself
_____ 5. a government ruled by the people or their representatives
_____ 6. to bring goods into one country from another country
_____ 7. pride in or devotion to one's government
_____ 8. the process of uniting through a common culture by spreading the features of a civilization
_____ 9. the hill that was the religious center of the city-state of Athens
_____ 10. economic well-being
_____ 11. one whose culture is believed to be inferior
_____ 12. of or relating to a country other than your own

A. Acropolis
B. aristocrat
C. barbarian
D. constitution
E. cultural fusion
F. democracy
G. foreign
H. import
I. isolated
J. patriotism
K. peninsula
L. prosperity

Circle the letter of the correct answer.

13. The most important thing a Spartan could be was ____________ .
    a. courageous
    b. easygoing
    c. extremely free
    d. afraid

14. The goal of Alexander the Great was to ____________ .
    a. make the world safe for democracy
    b. spread Christianity
    c. spread Greek culture around the known world
    d. capture slaves

15. Greeks believed that the home of the gods was ____________ .
    a. Mount Rushmore
    b. Mount Zeus
    c. Mount Athens
    d. Mount Olympus

16. The period of the Greek Empire is called the ____________ .
    a. Hellenistic Age
    b. Age of Alexander
    c. Medieval Age
    d. Age of the Gods

17. One great Greek contribution came in the area of history. The person known as the Father of History is ____________ .
    a. Plato
    b. Pluto
    c. Herodotus
    d. Sophocles

18. The geography of Greece is primarily ____________ .
    a. plains
    b. plateau
    c. desert
    d. mountainous

19. Greeks make their living __________.

    a. hunting and fishing
    b. farming and manufacturing
    c. fishing and manufacturing
    d. fishing and farming

20. Probably the greatest contribution of the Greeks to modern man has been __________.

    a. the names of gods
    b. democracy
    c. farming tools
    d. fishing techniques

Answer the following using complete sentences.

21. What are two reasons the unification of Greece was difficult during ancient times? ______________________________

22. What is meant by cultural fusion?

23. What are two contributions of the ancient Greeks in the areas of literature and medicine?

Keys

Practice (p. 134)

1. F
2. B
3. I
4. G
5. A
6. C
7. J
8. K
9. D
10. H
11. L
12. E

Practice (p. 135)

1. Answers will vary but may include the following: peninsula; small islands; mountainous; and little fertile soil.
2. Because the country's land was not very fertile and was surrounded by water, the Greeks used the sea for food and trade.
3. See chart below.

	ATHENS	SPARTA
government	aristocratic at first, democracy later	military
economy	exported wine, olive oil, pottery, large deposits of silver	farming
role of women	not permitted to take part in government	trained in gymnastics and physical endurance, held some legal and social rights

Practice (p. 138)

1. a way to unite people from different regions under a common culture
2. education; by establishing schools of Greece in foreign lands, young people would think and act like Greeks
3. to spread Greek culture to the known world
4. It was broken up into three kingdoms, each ruled by one of his generals.

Practice (p. 142)

1. democracy
2. They had human qualities and were responsible for all that happened on Earth.
3. first to dissect the human body;
   first to express the idea that Earth moves around the sun;
   first to distinguish between motor and sensory nerves
4. Answers will vary but may include the following: the Acropolis and King Agamemnon's tomb.
5. C
6. A
7. D
8. B

Practice (pp. 145-146)

1. city-state
2. democracy
3. Golden Age
4. aristocrat
5. peninsula
6. constitution
7. prosperity
8. isolated
9. flourish
10. foreign
11. patriotism
12. barbarian
13. Acropolis
14. cultural fusion
15. import
16. export

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Keys

Unit Assessment (pp. 61-64TG)

1. B
2. D
3. K
4. I
5. F
6. H
7. J
8. E
9. A
10. L
11. C
12. G
13. a
14. c
15. d
16. a
17. c
18. d
19. d
20. b
21. Answers will vary but may include the following: geography prevented it; different types of government were already in place; and Greeks were very independent.
22. bringing various groups under one common culture
23. Answers will vary but may include the following: Greek tragedies which portray idea that the gods control events in human's lives; literature about social protest and the fate of man; first to dissect human bodies; first to make detailed drawing of the brain; and first to distinguish between motor and sensory nerves.

Unit 6: Ancient Rome (750 B.C.-A.D. 452)

This unit emphasizes the history and contributions of the ancient Romans and how the Romans influenced modern culture.

Unit Focus

- events and circumstances which led to the rise of Rome as an empire
- reasons for the decline of Rome as an empire
- contributions of ancient Roman civilization

Suggestions for Enrichment

1. Have students locate Italy on a map or globe. Ask them to describe its location and features. Invite them to speculate on life there in the past and present.
2. Ask students to discuss the purpose of religion in a culture and how religion influences behaviors.
3. Have students prepare a comic strip about life in ancient Rome.
4. Have students create a diagram comparing modern United States government with the government of ancient Rome.
5. Have students brainstorm features of their community that were probably influenced by ancient Rome.
6. Ask students to suggest ways that ancient Greece and Rome have influenced their own lives, the lives of their fellow citizens, and the world as a whole. Have students research and write an essay on how ancient Greece or Rome continues to influence modern American culture (e. g., ancient architectural styles that can be seen in modern buildings; elements of the ancient languages that can be seen in modern English).

7. Have students list the ways the Greek and Roman cultures were different and create a talk-show game to test classmates.

8. Ask students to research and develop a vertical timeline on either ancient Greece or ancient Rome.

9. Ask students to choose a historical person from the unit and write interview questions for that person. Have students exchange papers and then answer the questions from that historical person's point of view.

10. Have students research the population and size of Italy and compare it with those of the United States.

11. Give students a world map and ask them to label Italy and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

12. Ask students to select one of following topics to research.

    - everyday life in modern Italy (e.g., village life compared with city life; economy: types of jobs; lifestyles: family, education, health, housing, holidays)

    - everyday life in ancient Rome (e.g., professions, government, dwellings, family life)

13. Have students research and write about a famous Italian person (e.g., Julius Caesar, Marco Polo, Dante, Filippo Brunelleschi, Christopher Columbus, Amerigo Vespucci, Michelangelo, Galileo, Giuseppe Verdi, Benito Mussolini, Giacomo Puccini). Have students include a summary of the person's life and famous contributions.

14. Invite a guest speaker who has lived in Italy to talk to the students about Italian culture and customs and share a few conversational words or phrases.

15. Show the class a travel video on Italy.

16. Have students research one of the following topics: the Roman Empire, the Renaissance, Pompeii, St. Peter's Church, the Sistine Chapel, the Colosseum, the Pantheon, the Leaning Tower of Pisa, or the Roman Catholic Church.

17. Have students read and share Italian fables and folktales.

18. Have students listen to an Italian opera.

19. Have students research Italian inventions, ancient and modern pastimes, and sports.

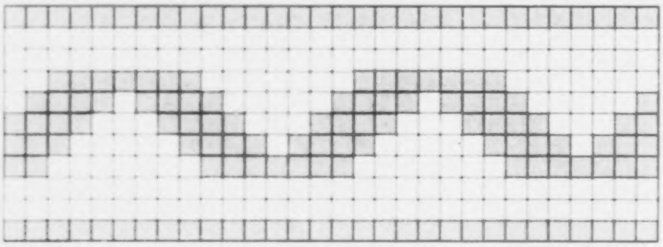
20. Divide the class into groups and assign regions in Italy to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the lira; plural, lire). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

21. Have students develop an Italian cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

22. Invite an art historian to give a talk on the art and architecture of Italy.

23. Have students research Italian artists and architects (e.g., artists: Leonardo da Vinci, Raphael, Michelangelo, Botticelli, Giotto, Titian, and Donatello; architects: Brunelleschi and Bernini).

24. Have students create mosaic border patterns. Ask students to develop a geometric pattern on quarter-inch graph paper cut to 4 ½" x 11" and outline the pattern in black marker. (Since real mosaic pieces are slightly irregular, do not have students use rulers.) Then have students darken some of the graph squares with black marker. (Optional: Ask students to select areas of the design and color them in with colored pencils.) Display mosaics around the room like wallpaper borders.



25. Have students write a first-person story about daily life in ancient Rome.

26. Ask students to assume the role of elected consuls in Rome and solve three major problems facing the Roman Republic listed below.

- Rome needs tax money to run the Republic.
- Elected officials are using their positions to get rich.
- Rome does not have a police force.

Have students research, brainstorm, and write down ideas for possible solutions to each problem. Discuss solutions in groups as a class.

27. Have students investigate the reasons for the fall of Rome and come to conclusions as to why Rome fell. Have students respond to the following: Could the fate of Rome been averted, and if so, how would the world be different today? Next, ask students to compare the United States to the Roman Empire.

28. Ask students to write a summary of the similarities of problems that led to the fall of Rome to problems in our present society. Ask students to assume (for argument's sake) that the United States is declining in a manner similar to Rome and detail how the United States could stop the slide and return to its prior greatness.

29. Have students compare and contrast the views of historians on reasons for the decline and fall of the Roman Empire to how Romans explained their problems at the time.

30. Have students write a news report describing one of the events from the unit.

31. Have students explore Roman culture and the day-to-day life of ancient Romans and create pictures using the details they learned. Display the pictures continuously, creating the effect that they form one complete mural.

32. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. to get someone to join a group, usually an army

_____ 2. Roman government officer whose job it was to draw up, explain, and carry out the laws

_____ 3. to treat a person or group harshly and unjustly

_____ 4. loyalty

_____ 5. a person who chooses to suffer or die rather than give up something he or she believes in

_____ 6. lawmaking body having the power to make or pass laws

_____ 7. good, honest, and truthful

_____ 8. the power to make decisions and give orders

A. allegiance

B. authority

C. consul

D. legislative

E. martyr

F. moral

G. persecute

H. recruit

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

_________ 9. Greece is shaped like a boot in the water.

_________ 10. Rome was an independent city-state in Italy.

_________ 11. The most powerful branch of the government in the Roman Republic was the Senate.

_________ 12. Consuls in the Roman Republic were appointed by the king.

________ 13. The plebeians were the wealthy landowners.

________ 14. Hannibal came from Greece to conquer Carthage.

________ 15. The Roman Empire developed after the fall of the Roman Republic.

________ 16. Christians were persecuted for their religious beliefs.

________ 17. The Edict of Milan established a representative form of government.

________ 18. Hannibal moved the capital of the Roman Empire to Athens.

________ 19. The Romans are responsible for the establishment of a representative form of government.

Circle the letter of the correct answer.

20. The Christians of Rome did **not** believe in__________ .

   a. one god
   b. the divine right of kings
   c. love of fellow human beings
   d. equality in the eyes of God

21. __________ led to the decline of the Roman Republic.

   a. Recruiting of soldiers by generals
   b. A growing class of poor
   c. Importation of slaves
   d. All of the above

22. The __________ was **not** a branch of government in the Roman Republic.

a. the Consul
b. the Senate
c. the Supreme Court
d. the Assembly

23. The patricians were __________ .

a. a religious group
b. wealthy land owners
c. middle class traders and businessmen
d. a rock group

24. The Edict of Milan established __________ in the Roman Empire.

a. moral decay
b. lower taxes
c. not enough barbarians
d. a policy of acceptance of all religious groups

Answer the following using complete sentences.

25. Why did Carthage and Rome become bitter rivals? __________

____

____

____

____

____

____

____

____

26. Explain how the Roman Republic was either strengthened or weakened by the use of slaves.

27. Explain how the Roman Republic was either strengthened or weakened by the Twelve Tables.

28. Explain how the Roman Republic was either strengthened or weakened by Julius Caesar.

29. Explain how the Roman Republic was either strengthened or weakened by the Gracchus brothers.

30. List and explain the causes of the gradual decline and fall of the Roman Empire. ____

Keys

Practice (p. 154)

1. I
2. J
3. E
4. A
5. F
6. B
7. G
8. D
9. H
10. C

Practice (p. 155)

1. like a boot in the water
2. Rome
3. Senate; Assemblies; consuls
4. Senate
5. legislative power
6. elected after holding lesser offices
7. patricians; plebeians; slaves
8. moved out of Rome and showed the patricians that they couldn't get along without their services

Practice (p. 159)

1. through wars of conquest
2. Hannibal
3. Answers will vary but should include any three of the following: new wealth changed attitudes; the importation of and rising number of slaves; loss of jobs; decline of small farms; increasing number of poor people; civil war; recruiting by generals changed the soldiers' allegiance from the Republic to the general in command.
4. Imported slaves took jobs formerly held by the common people.
5. A general with a powerful army could take over the government.

Practice (p. 166)

1. D
2. B
3. A
4. E
5. C

Practice (p. 167)

1. Roman Empire
2. Pompey, Crassus, and Julius Caesar
3. Augustus Caesar
4. improved the government; stopped the wars; helped the jobless
5. Pax Romana
6. love of fellow human beings; equality in the eyes of God
7. acceptance of all religious groups in the Roman Empire; rise of Christianity as the official religion of the Roman Empire

Practice (p. 168)

1. yes
2. east
3. the Mediterranean Sea
4. Tiber
5. Carthage; Alexandria
6. east
7. France
8. Alps
9. Pyrenees
10. Atlantic Ocean

Practice (p. 172)

1. Constantinople
2. Answers will vary but may include the following: uncertain loyalty of mercenary armies; decline in middle class values; invasion of the barbarians
3. engineering, law, and administration

Keys

Practice (pp. 176-177)

1. The structure of the three branches of the United States government—legislative, executive, and judicial—is similar to the Roman consuls, Assemblies, and Senate.
2. Latin is the basis of many modern languages: Spanish, French, Portuguese, and Romanian.
3. the Colosseum; aqueduct; baths in England; roads
4. Roman laws and justice; the Roman civilization lasted a long time and had far-reaching effects on mankind.
5. Answers will vary but may include the following: Principles of Roman laws, justice, and structure of government are part of our modern system today. Rome left a cultural heritage that has influenced western civilization ever since.
6. Roman civilization lasted a long time and its effects were far reaching.

Practice (pp. 180-181)

1. triumvirate
2. republic
3. martyr
4. moral
5. Assembly of Centuries
6 Senate (Roman)
7. persecute
8. legislative
9. allegiance
10. consul
11. plebeians
12. patricians
13. authority
14. recruit
15. veto

Unit Assessment (pp. 73-78TG)

1. H
2. C
3. G
4. A
5. E
6. D
7. F
8. B
9. False
10. True
11. True
12. False
13. False
14. False
15. True
16. True
17. False
18. False
19. True
20. b
21. d
22. c
23 b
24. d
25. Each competed for control of the Mediterranean Sea.
26. Weakened the Republic; the increased use of slaves led to the common people losing jobs to slaves. There was high unemployment, homelessness, and increasing numbers of the poor flocked to the city of Rome. Angry mobs threatened to revolt.
27. Strengthened the Republic; the Twelve Tables were a law code applied to everyone equally.
28. Weakened the Republic; although Julius Caesar made many reforms to improve Rome, he was a dictator who seized control of Rome by defeating his rivals. He was not elected to serve the Republic. The Republic came to an end with his dictatorship.
29. Strengthened the Republic; the Gracchus brothers tried to seek peaceful reforms. They tried to give farmland to landless Romans.
30. Answers will vary.

Unit 7: The Byzantine Empire and the Rise of Islam (450-1453)

This unit emphasizes the events which caused the split in the Roman Catholic Church and the characteristics of the Islamic religion.

Unit Focus

- significance of the location of the Byzantine Empire
- contributions of Justinian
- contributions of the Byzantine Empire
- characteristics of the Islamic religion
- contributions of the Islamic civilization

Suggestions for Enrichment

1. Give the students a world map and have them locate Istanbul. Discuss its features. Ask them to think of a city, town, or country that has changed its name.
2. Have students react to fasting as a religious practice. Discuss the words "discipline" and "conviction." Ask students to explain their feelings about each.
3. Have students investigate the life of Muhammed, the Advent of Islam, and the Byzantine Empire.
4. Have students create a chart which compares and contrasts Islam, Judaism, and Christianity. Resources such as the Internet, the public library, and the school library may be used.
5. Have students write a first-person story about daily life during the Byzantine Empire.
6. Invite a guest speaker (perhaps a student) who practices Islam to share information with students about his or her religion and culture.

7. Have students write rubaiyahs or quatrains (poem with four lines) with an a-a-b-a structure, like Omar Khayyam's poems about nature, the sweetness of life, or the swift passage of time.

8. Have students research what aspects of the earlier religions were included in Islam.

9. Ask students to compare the teachings of the Jewish Ten Commandments with the rules established for Islamic life by the Muslim's Quran.

10. Ask students to research and report on a particular aspect of Muslim civilization during this time period (e.g., social classes, economy, art, literature, science).

11. Have students create soap sculptures replicating details of Muslim architecture.

12. Have students research advances made in mathematics and astronomy by al-Khwarizmi and/or in medicine by al-Razi.

13. Discuss or debate the advantages and disadvantages of separating church and state.

14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

access
autocratic
codify
discontent
fast
prophet

1. Justinian was a(n) ____________________ ruler.

2. Justinian's greatest accomplishment was to ____________________ the laws of the Roman Empire.

3. During the month of Ramadan, the people of the Islamic faith ____________________ from sunrise to sunset.

4. High taxes caused __________ __________ among the people of the Byzantine Empire.

5. Constantinople has ____________________ to the sea.

6. In Islam, Muhammed is the ____________________ of Allah.

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

______ 7. The Byzantine Empire is also called the Eastern Roman Empire.

______ 8. Constantinople was located far from the sea.

______ 9. Justinian was the greatest leader of the Byzantine Empire.

______ 10. Justinian's greatest achievement was writing the Quran.

________ 11. Constantinople was a very poor city.

________ 12. The Greeks captured the city of Constantinople.

________ 13. One very important event of the Byzantine period was the splitting of the Roman Catholic Church.

________ 14. The Islamic God is named Jesus Christ.

________ 15. Allah was the prophet of Muhammed.

________ 16. The holy city of Islam is Mecca.

________ 17. Mecca is in Saudi Arabia.

________ 18. The Quran contains the laws of Islam.

________ 19. Today, Constantinople is called Istanbul.

________ 20. The Byzantine Empire blended elements of Roman, Christian, Greek, and Middle Eastern culture.

Keys

Practice (pp. 195-196)

1. Byzantine or Eastern Roman Empire; Islamic Empire; Western Europe
2. It had access to the seas and was able to control trade routes.
3. Justinian; codified the laws of the Byzantine Empire.
4. a crossroads between east and west; rich mines of copper, silver, and gold; fertile farmland; trade relationship with India, Asia, and Europe; Istanbul
5. religious art and architecture; historical books
6. Allah
7. that he was the prophet of Allah
8. Mecca
9. Saudi Arabia
10. in the Quran (Koran)
11. Answers will vary but may include the following: the Quran and the *Arabian Nights*; arabesque; mosques like the Dome of the Rock; map of Earth; accurately determined latitude and longitude; books on medicine and prescriptions; used animal gut for stitches; treatment for cataracts.

Practice (p. 198)

1. B
2. D
3. F
4. E
5. C
6. A

Unit Assessment (pp. 83-84TG)

1. autocratic
2. codify
3. fast
4. discontent
5. access
6. prophet
7. True
8. False
9. True
10. False
11. False
12. False
13. True
14. False
15. False
16. True
17. True
18. True
19. True
20. True

Unit 8: Middle Ages in Europe (476-1400s)

This unit emphasizes major factors in the fall of the Roman Empire and the influence this had on Europe. The unit also discusses the beginning of feudalism and how the Church affected the lives of individuals of this period.

Unit Focus

- groups and individuals directly involved with Rome's collapse
- cultures of these groups and their influences on the fall of the Roman Empire
- reasons for the decline of Rome
- changes in Europe due to the fall of the Roman Empire
- origins of feudalism
- reasons why the Church played such a significant part during this period
- how the Church influenced thinking and behavior during the feudal period

Suggestions for Enrichment

1. Discuss why birds fly south during the winter. Explain that people *migrate*, or move, for various reasons.
2. Have students make a list of items from another present-day culture, such as food, and guess their origin. Next, have them think about what life would be like without them. Discuss the meaning of cultural fusion.
3. Have students write a letter to Charlemagne from the viewpoint of subject of his empire. Students should express the concerns they have about the future of his empire.

4. Ask students to define specialization in their own words. Then, discuss with them specialization in their own community. Next, tell them that specialization on a farm helped the people who lived there to survive without help from the outside.

5. Have students make travel brochures for tourists in the Middle Ages. (What would they see? Do? Where would they stay?)

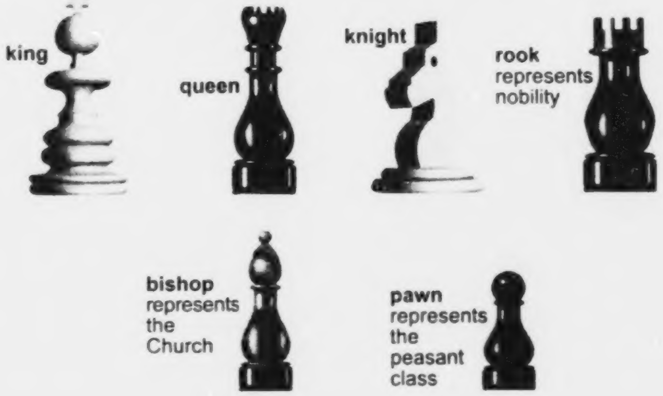
6. Have students write a poem describing the different social levels of people living on the manor.

7. Have students examine the Middle Ages in Europe as an outcome of the Roman Empire. Then ask students to research and compare this outcome to feudal Japanese society.

8. Have students use storytelling to present aspects of medieval society. Ask students to research and write a story, make props, and present their stories to the class.

9. Have students create a newspaper on "women worth knowing about" (i.e., for National Women's History Month).

10. Explain the game of chess and its origin and purpose. Relate the individual chess pieces to the social class and responsibilities they represent, with the: king, queen, knight, and rook representing nobility; the bishop representing the Church; and the pawn representing the peasant class. Relate how the moves, rules, restrictions, and importance of each piece are very structured, much like the social system of feudalism. Allow students to play a game of chess in teams of two or three students, since many may be playing for the first time.

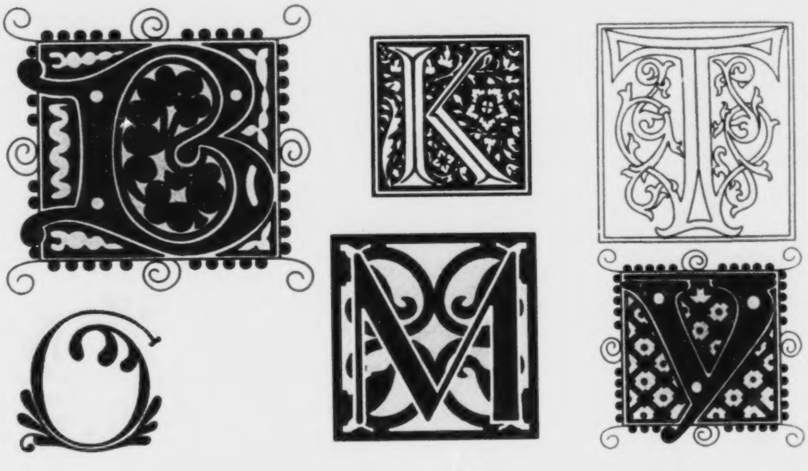


11. Ask students to select one of the following topics to research.

    - everyday life in England during the Middle Ages (e.g., professions: noble, knight, priest, servant, farmer, author; government; dwelling: castles, villages; family living: family, food, education, clothing, entertainment)
    - everyday life in modern England (e.g., village life compare with city life; government, economy: types of jobs: lifestyles: family, education, health, housing, holidays)

12. Have students research one of the following topics about England: the Middles Ages, the Crusades, feudalism, life on a manor, the Magna Carta, or English architecture.

13. Have students create illuminated letters (bold letters of the alphabet enhanced by decorative drawing), a popular art form during the Middle Ages when books were handwritten. Ask students to lightly draw the initial of their first or last name in the center of a 9″ x 12″ sheet of drawing paper. Then sketch leaves, vine, dragons, or mythical figures around the letter. Have students outline the letter and drawing with a thin black marker, then shade with a black marker and fill in illuminations with colored pencils.



14. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

Charlemagne
Charles Martel
Clovis
converted
England
feudalism
Franks
invaded
Pepin the Short
population
protection
Roman Catholic Church
three
Treaty of Verdun

1. Various barbarian tribes ______________________ Western Europe.

2. By the end of the fifth century, Rome had a ______________________ of less than 50,000.

3. The ______________________ tried to maintain order throughout the Empire.

4. Many tribal leaders ______________________ to Christianity.

5. The Germanic tribes known as Angles and Saxons ruled ______________________ .

6. The Germanic tribes called ______________________ ruled France.

7. The leader of the Franks named ______________________ became a Christian.

8. In A.D. 732 ______________________ defeated the Muslim invaders in France and saved the Roman Catholic Church in Europe.

9. During his reign as king of the Franks ____________________ defeated the Lombards.

10. Given ____________________ from being harmed by the Franks, the Pope was able to begin ruling a territory in Italy.

11. The emperor known as ____________________ tried to throw the Muslims out of Spain, but failed to do so.

12. Shortly after Charlemagne's death, the age of ____________________ began in Europe.

13. An agreement known as the ____________________ divided Charlemagne's empire into ____________________ parts.

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

_______ 14. A castle and surrounding farmland was called a Crusade.

_______ 15. The Church taught people that if they obeyed its religious teachings, worked hard, remained peaceful, and accepted their role in life, they would go to heaven.

_______ 16. Although serfs had more freedom during the later Middle Ages in Western Europe, most poor people remained poor.

_______ 17. Those who disobeyed the Church were excommunicated.

_______ 18. The Crusades were a military success.

_______ 19. The Crusades helped make the Church the most important part of Western civilization.

_______ 20. The Crusades weakened trade and communication.

Use the list below to write the correct term for each definition on the line provided.

______ 21. unable to read or write

______ 22. having to do with money and the way goods are produced, shared, and used

______ 23. a sharing of ideas and information

______ 24. a man who has taken religious vows

______ 25. to grow weaker

______ 26. the middle class

______ 27. a group of people in the same trade who join together

______ 28. a safe place

______ 29. to join together

______ 30. great confusion and disorder

A. bourgeoisie

B. communication

C. decline

D. economic

E. guild

F. illiterate

G. monk

H. sanctuary

I. turmoil

J. unite

Use the list below to complete the following statements.

Church
Crusades
disease
lords
protection
serfs
vassals

31. The population declined in the first part of the Middle Ages because of the spread of ______________________ and constant warfare.

32. Castles were built for ______________________ .

33. The ______________________ worked the land in exchange for protection.

34. The ______________________ were professional soldiers who swore allegiance to the lords.

35. The ______________________ owned the manors and swore allegiance to the king.

36. The ______________________ provided the only education during the Middle Ages.

37. The ______________________ were a call by the Church to fight to recapture Jerusalem.

Keys

Practice (p. 209)

1. 5
2. 8
3. 6
4. 1
5. 3
6. 4
7. 7
8. 2

Practice (p. 210)

1. Pepin the Short
2. Charlemagne
3. Pope Leo III
4. Clovis
5. Charles Martel

Practice (p. 211)

1. East Frankish Kingdom - 2
2. Mediterranean Sea- 5
3. Central Kingdom - 3
4. North Sea - 1
5. West Frankish Kingdom - 4

Practice (p. 212)

1. F
2. D
3. C
4. B
5. E
6. G
7. A

Practice (pp. 216-217)

1. Civilization was in decline.
2. continuous fighting among the tribes; disease
3. for protection
4. high walls; moats
5. worked the land; gave a share of produce to the lord
6. protection inside the castle in case of attack
7. knights
8. the manor
9. the lord
10. the lords

Practice (p. 219)

1. the Roman Catholic Church
2. formed study groups; copied records
3. a sanctuary from turmoil
4. obey religious teachings; work hard; remain peaceful; accept their role in life; go to heaven
5. They were excommunicated or cut off from the Church.

Practice (pp. 221-222)

1. moat
2. sanctuary
3. lord
4. manor
5. economic
6. guild
7. professional
8. monk
9. fief
10. feudal system
11. decline

Practice (p. 223)

1. increase in population; rise of cities and towns; trade guilds appeared; a new class of merchants; increased communication; improved trade;
   increased authority of kings and the pope
2. They could move from place to place.
3. political power
4. offered improved education
5. Universities were formed.

Keys

Practice (p. 227)

1. marked with the cross
2. a call by the Church to take up arms to fight a religious war to defend the Christians in Jerusalem
3. to recapture Jerusalem from the Seljuk Turks
4. Any three of the following: improved trade; strengthened the power of kings; weakened the feudal system, especially serfdom; encouraged learning; enriched culture, and spread knowledge; helped make the Church the most important part of Western European civilization; showed the world that even though the people of Europe might disagree over politics, they agree on their support of the Church and Christianity.

Practice (p. 228)

1. late
2. early
3. late
4. early
5. early
6. late
7. late
8. late
9. early
10. early

Practice (p. 231)

1. Answers will vary but may include any three of the following: teacher; professional; politician, soldier.
2. Answers will vary but may include any three of the following: society was more stable as invasions stopped; there was less danger from attacks; knights adopted the code of chivalry; farming methods improved; life was easier in towns and cities than on the farms.

Practice (p. 235)

1. social
2. communication
3. excommunicate
4. illiterate
5. vassal
6. unsanitary
7. unite
8. turmoil
9. serf
10. political
11. bourgeoisie

Unit Assessment (pp. 91-94TG)

1. invaded
2. population
3. Roman Catholic Church
4. converted
5. England
6. Franks
7. Clovis
8. Charles Martel
9. Pepin the Short
10. protection
11. Charlemagne
12. feudalism
13. Treaty of Verdun; three
14. False
15. True
16. True
17. True
18. False
19. True
20. False
21. F
22. D
23. B
24. G
25. C
26. A

Keys

27. E
28. H
29. J
30. I
31. disease
32. protection
33. serfs
34. vassals
35 lords
36. Church
37. Crusades

Unit 9: Empires in India, China, and Japan (220s B.C.-A.D. 1800s)

This unit emphasizes the history and contributions of the Asian civilizations of India, China, and Japan.

Unit Focus

- rise of Indian culture
- contributions of the Indian civilization
- history of Japan
- Japanese culture and beliefs
- characteristics and contributions of Chinese dynasties

Suggestions for Enrichment

1. Have students research the political history of one of the countries in this unit and write a report on changes that have occurred throughout the centuries.
2. Have students research ancient board games of one of the countries in this unit. If rules for the game have been lost, have students make up new ones.
3. Draw a picture or write a poem or short story about India, China, or Japan.
4. Have the students write a first-person story about daily life in ancient India.
5. Give each student a fortune cookie. Have the students read their fortunes and interpret them.
6. Have students research key events in Genghiz Khan's life and reign. Ask them to describe the Khan's personality and his approach to conquest.

7. Ask students to research and describe the Mongols and their way of life, and the land on which they lived.

8. Ask students to research and explain Genghiz Khan's names. What do his names mean? How did he get them? What was his birth name?

9. Have students describe a typical Mongol fighting caravan, and name and describe at least four types of weapons the Mongols used to fight.

10. Ask students to research and describe how Mongol men supported their families and what roles Mongol women played.

11. Ask students to explain the importance of the horse to the Mongols.

12. Ask students to describe Genghiz Khan from the viewpoint of a Mongol and from a Chinese person of that time, and then give their opinion of him and why.

13. Have students write a story about riding with Genghiz Khan's army as a lieutenant. Ask students to describe the scene as they ride into battle in Northern China, 1212, during the Song Dynasty, which is soon to become the Yuan or Mongol Dynasty. Give students this information: The Mongols wore silk undershirts into battle. The shirt would enter along with an arrow into a wound. Tugging at the shirt would remove the arrow, thus reducing the seriousness of the wound. The story must contain this fact, be historically accurate, and use the information researched about the Mongols and China.

14. Read a short passage from the book *Shogun*. Have students react to it.

15. Have students research the population and size of Japan and compare with those of the United States.

16. Give students a world map and ask them to label Japan and its major land and water forms, bordering water bodies, its capital, major cities, and countries near the Japanese islands. Have students label the United States and determine the distance between the countries.

17. Ask students to select one of the following topics to research.

    - everyday life in modern Japan (e.g., government; economy: types of jobs; lifestyles: family, work weeks, health, housing, holidays, educational system: school year, dress code, subjects, exams, and grades, school lunches, after-school activities, sports)
    - everyday life in ancient Japan (e.g., professions, government, dwellings, family life)

18. Have students research and write about a famous Japanese person (e. g., Jimmu Tenno, Murasaki Shikibu, Matsuo Basho, Yosa Buson, Katsushika Hokusai, Mutsuhito, Hideki Tojo, Yasunari Kawabata, Hirohito, Eisaku Sato, Soichiro Honda, Akihito).

19. Invite a guest speaker who has lived in Japan to talk to students about Japanese culture and customs, share a few conversational words or phrases, and demonstrate Japanese writing by writing a few students' names.

20. Show the class a travel video on Japan.

21. Have students research one of the following topics about Japan: traditional Japanese dress, architecture, the samurai warrior, ikebana, bonsai, transportation, volcanoes, shoguns, or weather in Japan.

22. Have students read and share Japanese stories and folktales.

23. Have students listen to traditional Japanese music.

24. Have students research Japanese inventions, ancient and modern pastimes, and sports.

25. Divide the class into groups and assign regions in Japan to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the yen). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

26. Have students develop a Japanese cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

27. Invite a Japanese or Japanese-American artist to lecture and/or demonstrate various types of Japanese art (e.g., origami, woodcuts, ceramics, porcelain, kites, lacquerware, Sumi-e, calligraphy, fish banners, fans, bonsai, ikebana, or flower arranging).

28. Have students research the haiku, a form of Japanese poetry that was very popular between 1600 and 1800. Ask students to find haikus by Matuso Basho, Yosa Buson, Kobayashi Issa, and Masuoka Shiki. Have students compare their work with modern Japanese poets.

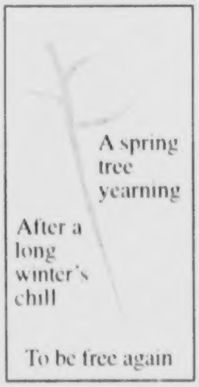
29. Have students write a haiku using topics from nature, such as flowers, butterflies, birds, fish, cats, mountain, or seasons. The haiku should contain three unrhymed lines:

    line one contains five syllables

    line two has seven syllables

    line three has five syllables

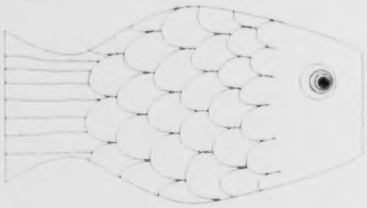
    Sumi-e usually accompanies haiku poetry, showing the poem's idea or an impression of its idea or subject. Have students use watercolor markers or ink and brushes to create appropriate Sumi-e paintings around the poem with the basic shape of the subject created, rather than any attempt to show detail.



30. Have students create a Japanese fish banner. Ask students to draw the outline of a fish on a sheet of 12"x 18" paper. Have students use the first fish shape to cut a second fish shape just like it. Next, have them outline the two fish shapes with black marker. Then have them color in the two fish with two or three colors in the same family color. Have students put glue along the edges of one fish shape and glue that shape to the other. After the glue dries, have students pierce four equidistant holes around the mouth portion of the two-sided fish and tie a string to each hole. Then tie each string together and display the fish banners around the room.

1.

2.



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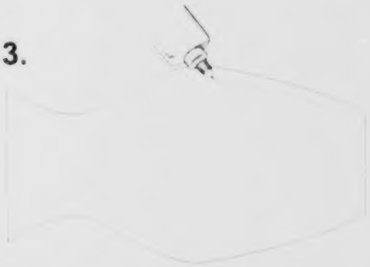

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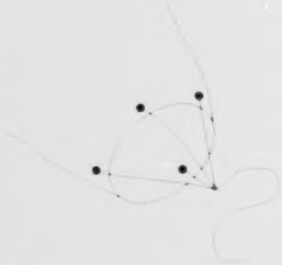
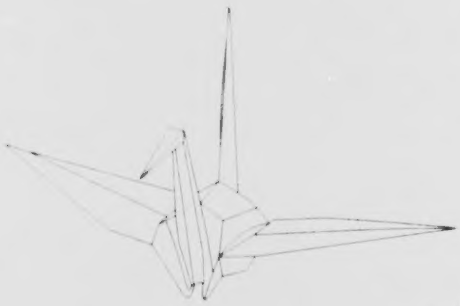


31. Have students research origami, or the art of folding paper into objects without cutting or pasting, and then create an origami object.



32. Ask students to research some Japanese products and compare them to American products. *Consumer Reports* is a good source for comparison studies on a variety of products (e.g., watches, cameras, radios, calculators, computers, televisions, robots, cars, motorcycles, ship, refrigerators, freezers).

33. Have students write a first-person story about daily life in ancient Japan.

34. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to complete the following statements.

artisans
barrier
efficient
famine
merged
seized
subcontinent
traditions
unify

1. The barbarians ____________________ control of the territory.

2. Kublai Khan ran a very ____________________ government.

3. Kublai Khan stored food for the people in case of a

   ____________________ .

4. Over a long period of time, the customs of Hindus and Muslims

   ____________________ .

5. India is a ____________________ in the south of Asia.

6. The ____________________ of the culture were passed down from parents to their children.

7. Chinese ____________________ invented a system of woodblock printing.

8. The great achievement of the Qin dynasty was to

   ____________________ China.

9. The Himalayan Mountains form a natural ____________________ that protects India.

True or False

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

_______ 10. The Muslims were the most powerful invaders of India.

_______ 11. Dynasties were powerful families that ruled China.

_______ 12. Mongolia is south of Japan.

_______ 13. China is named after the Zhou dynasty.

_______ 14. Confucius taught about the evil nature of man.

_______ 15. Marco Polo was an explorer from Europe who came to China during the rule of Kublai Khan.

_______ 16. The Great Wall of China is one of the few human-made structures that can be seen from outer space.

_______ 17. The shogun was the head of the army in Japan.

_______ 18. The greatest honor of the samurai was to die for their leader.

Circle the letter of the correct answer.

19. Which was **not** a dynasty in China?

    a. Qin
    b. Tang
    c. Sung
    d. Ring

20. In what country were the soldiers called samurai?

    a. Egypt
    b. Japan
    c. China
    d. India

21. What two rivers are in India?

- a. Indus and Ganges
- b. Nile and Indus
- c. Nile and Niger
- d. Huang He and Yangzi

22. Which country is an archipelago or group of islands?

- a. India
- b. China
- c. Japan
- d. France

Keys

Practice (pp. 249-250)

Answers will vary but may include the following:

1. There were many cultural contributions. The arts and sciences flourished. Great temples were built. There were great achievements in literature, art, and mathematics. The Guptas gave India a long period of peace and prosperity.
2. Answers may include any four of the following: temple gateways with elaborate carvings; concept of zero; symbol for infinity; decimal system based on 10; use of herbs and other remedies to treat illness; free hospitals; gave injections and vaccinated people against smallpox; sterilized surgeons' tools, set broken bones, repaired injured ears and noses using plastic surgery techniques; collected and recorded fables.
3. There was a cultural blending of both customs and a new language developed.
4. A new language, Urdu, resulted from the blending.
5. Akbar made codes of law that applied equally to all people, ended the practice of taxing non-Muslims, appointed Hindus to high government positions, and encouraged learning in the arts, architecture, and literature.

Practice (p. 251)

Correct answers will be determined by the teacher.

Practice (p. 252)

1. subcontinent
2. Guptas
3. Hinduism
4. Buddhism
5. Islam
6. Delhi
7. merged
8. Urdu

Practice (p. 253)

1. I
2. D
3. F
4. A
5. H
6. G
7. C
8. B
9. E

Practice (p. 254)

1. I
2. G
3. D
4. F
5. C
6. B
7. H
8. E
9. A

Practice (p. 267)

1. G
2. C
3. A
4. B
5. D
6. E
7. F

Practice (pp. 268-269)

1. Qin wanted complete control over the government and its people.
2. The Han dynasty returned to teachings of Confucius.

Keys

3. The people were tired of building canals, rebuilding the Great Wall, and paying heavy taxes.
4. gunpowder, printing, mechanical clocks, and the magnetic compass; explanations will vary.
5. the Mongols
6. the ending of commerce and trade started a long period of decline in Chinese influence in the world

Practice (pp. 270-272)

1. China
2. tradition
3. Great Wall of China; protection
4. Gobi, Mongolia
5. Huang He, Yangzi
6. dynasties
7. unified
8. invasions; expand
9. Tang
10. stable; prosperous; improved
11. tribute
12. Song
13. Mongols
14. Genghiz Khan; Kublai Khan
15. Marco Polo
16. postal; road; canal; trade
17. Ming; Beijing

Practice (p. 273)

1. F
2. E
3. H
4. C
5. A
6. D
7. G
8. B

Practice (p. 274)

1. C
2. E
3. G
4. F
5. A
6. B
7. D

Practice (p. 281)

1. seas protected and isolated Japan; limited farmable land; had to fish
2. philosophy; religion; art; written language; government
3. nobles or feudal lords
4. shogun or general
5. samurai
6. daimyo

Practice (p. 282)

Correct answers will be determined by the teacher.

Practice (pp. 283-284)

1. archipelago
2. arable
3. typhoons
4. Mongols
5. class; feudalism
6. nobles; samurai; peasants
7. spirits
8. Buddhism
9. shogun
10. bushido
11. die

Practice (p. 285)

1. B
2. D
3. F
4. G
5. A
6. E
7. C

Keys

Practice (p. 289)

1. the Golden Age of India
2. Answers will vary but may include the following: belief in reincarnation or the belief in the rebirth of the soul in another bodily form; the worship of many gods; belief in karma or that the way people behaved in this life would determine what kind of life they would have in the next life.
3. China
4. Accept any two: Qin; Han; Sui; Tang; Song; Yuan; Ming.
5. the belief that spirits control the forces of nature and human life
6. It was organized into a rigid class system into which one was born, with nobles at the top, warriors called samurai next, with peasants as the lowest class. The father was always the head of the family and people even dressed according to their social class.

Practice (p. 290)

1. J
2. A
3. B
4. D
5. C
6. G
7. H
8. I
9. E
10. F

Unit Assessment (pp. 105-107TG)

1. seized
2. efficient
3. famine
4. merged
5. subcontinent
6. traditions
7. artisans
8. unify
9. barrier
10. True
11. True
12. False
13. False
14. False
15. True
16. True
17. True
18. True
19. d
20. b
21. a
22. c

Unit 10: Empires in Africa and the Americas (1200s B.C.-A.D. 1600s)

This unit emphasizes the history and contributions of the civilizations of Africa and the Americas.

Unit Focus

- characteristics and contributions of three African empires—Ghana, Mali, and Songhai
- characteristics and contributions of the civilizations that flourished in the Americas

Suggestions for Enrichment

1. Have students research the population and size of Africa and compare with those of the United States.
2. Give students a world map and ask them to label a specific country in Africa and its major land and water forms, bordering water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.
3. Ask students to select one of the following topics to research.
    - everyday life in ancient Africa (e.g., professions: merchants, artisans, hunters; government; dwellings: homes, furniture, tableware; family living: family, food, education, clothing, entertainment)
    - everyday life in modern Africa (e.g., economy: type of jobs; lifestyles: family, education, health, housing, holidays)

4. Have students research and write about a famous person or group of people from Africa (e.g., Kenyan tribes, Kenyans, or people who spent time in Kenya): Masai, Kikuyus, Luhya, Tepilit Ole Saitoti, David Livingstone, Karen Blixen (whose pen name was Isak Dinesen), Jomo Kenyatta, Harry Thukur, Louis Leakey, Tom Mboya, Naftali Temu, Kipchoge Kenino. Have students include a summary of the person's life or group's history and famous contributions.

5. Invite a guest speaker who has lived in Africa to talk to the class about African culture and customs and share a few conversational words or phrases. (Swahili is the national language of Kenya.)

6. Show the class a travel video on Africa.

7. Have students research one of the following topics about Africa: the Sahara Desert, rain forests, game reserves, natural resources, or plants and animals in Africa.

8. Have students read and share African stories and folktales.

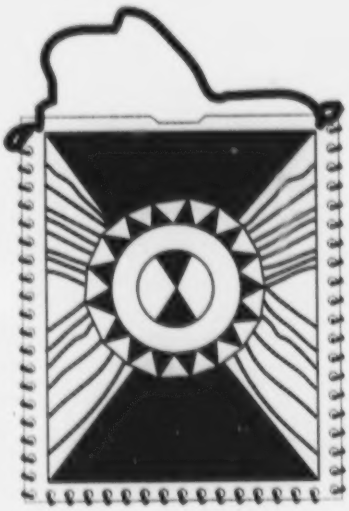
9. Have students listen to African music.

10. Have students research African inventions, ancient and modern pastimes, and sports.

11. Divide the class into groups and assign regions in Africa to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the shilling, abbreviated kshs). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

12. Have students develop an African cookbook. Divide class into groups and assign each group to collect recipes from one of the following: soups, salads, bread, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

13. Have students create African-style bags similar to the leather storage bags decorated with black geometric designs made by Fulani craftsman in western Africa. Have students cut two identical rectangular pieces from a large brown paper bag. Then ask students to sketch some geometric shapes on practice paper and then draw one of them on the brown paper. Have students outline and color some parts of the design with black marker. Next, ask students to place both sheets together and punch holes along the side and bottoms. Have students string yarn through a needle and sew along the sides and bottom of the paper bag by using pieces of yarn.



14. Have students create African bead and jewelry pieces by making beads, earrings, and pins from Baker's Clay. (Ingredients and procedures are listed below.) Pin clasps and earring backings can be purchased at most craft stores.

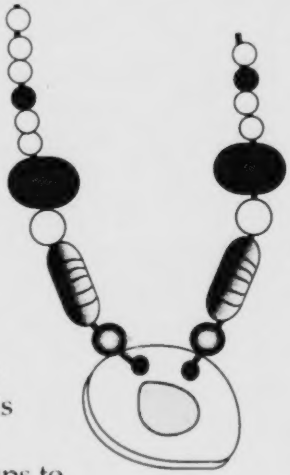
Baker's Clay: Makes about three cups.

1 cup salt
¾ cup hot water
¾ cup cold water
1 cup corn starch

In a pot, mix 1 cup of salt and ¾ cup of hot water. Bring ingredients to a boil. In a separate bowl, add corn starch to cold water. Add corn starch mixture to salt mixture and cook until the mixture has the appearance of pie dough. Remove from stove and put dough on a cutting board. When dough is cool enough to handle, knead until smooth. Store in an air-tight container until needed. The dough will keep for several days without refrigeration.

Materials needed: straws and/or round toothpicks, aluminum pie pans, colored markers, (optional) buttons and beads from discarded necklaces, string, and needles.

Have students form cylinder-shaped and round beads, as well as plain and textured beads, from the dough. Have students pierce holes through the beads with a toothpick and create textures by using toothpicks to cut into the surface of the dough while the bead is still on the toothpick. Bake creations for 1 to 1½ hours at 200°. Cool and color with markers.



For a necklace, bracelet, or ankle bracelet, have students start with a middle bead and lay beads out to form a pattern, then string beads with needles and thread. Have students glue on clasps to pins or earring backings to earrings.

15. Have students write a first-person story about daily life in ancient Africa.

16. Have students research the population and size of a country in Central America or South America and compare with those of the United States.

17. Give students a world map and ask them to label the Central American and South American countries and major land and water forms, bordering water bodies, capitals, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

18. Conduct a class discussion on how geography affects culture. Have students give examples from their readings on Native American cultures. Cultural aspects such as religious rituals, housing, types of clothing, and food should be part of the discussion.

19. Ask students to select one of the following topics to research.

    - everyday life in ancient Central American or South America (e.g., professions, government, dwellings, family life, food, education, clothing, entertainment)

- everyday life in modern Central America or South America (e.g., economy: types of jobs; lifestyles: family, education, health, housing, holidays)

20. Have students compare and contrast the civilizations of Mesoamerica. Have the students fill in a chart using text books and other reference materials.

Civilizations of Mesoamerica

civilizations	dates	religions	contributions
Olemecs			
Mayas			
Aztecs			
Incas			

21. Have students research and write about a famous person or group of people from North America, Central America, or South America during this time period. Have students include a summary of the person's life or group's history and famous contributions.

22. Invite a guest speaker who has lived in Central America and/or South America to talk about the culture and customs and share a few conversational words or phrases.

23. Show the class a travel video on Central America and South America.

24. Have students research the nine countries in South America in which Spanish is the national language. Ask students to list the countries with their capitals and similarities and differences of the countries, and explain which country would be their choice for a vacation.

25. Have students read and share stories and folktales of Central America and South America.

26. Have students listen to music from Central America and South America.

27. Have students research inventions, pastimes, and sports from Central America and South America.

28. Divide the class into groups and assign regions in Central America and/or South America to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit. Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

29. Have students develop an Spanish cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

30. In small groups, have students design a hieroglyph alphabet and write a message for another group to interpret.

31. Have students research a Mayan god and create a mask of that god.

32. Have students create a frieze (a decorative border) showing how members of the class spend leisure time. Ask students to use a limited palette of brown, black, and two other colors on buff paper. Display the friezes above an architectural detail (e.g., a window, wall, doorwell, bulletin board) in the classroom.

33. Have students create stelae or huge stone columns representing rulers or priest in Mayan and Aztec cities using poster board cut into a tall rectangle and set it on a base. Have students cover the stelae with paper on which they have drawn, painted, or pasted magazine pictures for a montage effect.

34. Have students compare art created by different ancient Native North American peoples in terms of style, subject, content, and media. Then answer the following: If you were an artist, how would you ensure that your work was accessible to people living 100 years from now and in the future? If you were going to paint a picture that told an important story or conveyed an important idea about the world in which you live, what would that painting be?

35. Have students research petroglyphs and cave or rock paintings in other parts of the world, and where they were created, and by whom. Then have students compare the similarities and differences of those found in North America.

36. Have students choose a Native North American tribe and research their symbols, myths, folktales, music, pastimes, recipes, and crafts.

37. Have students research and prepare traditional Native North American foods.

38. Assign groups to investigate the ideas on religion, economics, ideas about property, government, law, science, and technology held by the Aztecs, Pueblos, Iroquois, Cherokee, Commanche, and Nez Percé.

39. Have students describe the cultural differences between two major Native American tribes from different regions in North America and decide whether these differences were due to the geographic conditions under which each tribe lived.

40. Ask students to select a defining cultural characteristic that all Native North American tribes had and show how this characteristic differed from tribe to tribe.

41. Have students research the early years of the following groups of Native North Americans: Arctic, Subarctic, Northwest Coast, California Great Basin, Plateau, Southwest, Southeast, Great Plains, and Eastern Woodlands. Research should focus on their homes, clothing, food, art, customs, transportation, environment, names of tribes within each group, and distances between the Native American settlements. Encourage students to make drawings of their various lifestyles.

42. Give each student a map of the United States. Using the Native North American groups listed in the item above, have students color-code each group's region on the map.

43. Have students research different areas of Native North Americans, their population, and distribution.

44. Have students research famous Native North Americans of the past. Have students choose one and research what that Native North American did to become famous.

45. Ask students to find names of Native North American groups living in their area as well as the entire state of Florida. Have students explain where they lived, any problems or success stories these Native North Americans encountered, and significant history of each group in a short narrative. Encourage student drawings to illustrate lifestyles.

46. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. Ghana, Songhai and Mali were located in __________ Africa.

   a. East
   b. West
   c. North
   d. South

2. Mansa Musa was well known beyond the kingdom of Mali because he __________.

   a. conquered many African kingdoms
   b. made a pilgrimage to Mecca
   c. conquered Egypt
   d. traded gold for salt

3. Ghana and Songhai declined because of __________.

   a. drought and famine
   b. the value of gold was too high
   c. high taxes
   d. foreign invasions

4. __________ was mined in the kingdom of Ghana.

   a. silver and gold
   b. salt and gold
   c. salt and pepper
   d. copper and silver

5. West African leaders traded gold for __________.

   a. salt
   b. spices
   c. cloth
   d. iron ore

6. The Native American culture of North America developed different ways of living because ____________ .

a. they had little or not contact with each other
b. learned to adapt to their diverse environments
c. they spoke different languages
d. all of the above

7. The first people to reach the Americas probably came ____________ .

a. by ship from Asia
b. by ship from Africa
c. across the Bering strait into the Americas
d. across the frozen Arctic Ocean from Europe

8. The Mayan civilization developed in ____________ .

a. the Yucatán peninsula
b. the Andes
c. Mexico's central plains
d. the Atacama

9. The Incas lived in ____________ .

a. North America
b. Central America
c. the Andes Mountains of South America
d. the Yucatán peninsula

10. Inca rulers united their diverse empire by ____________ .

a. building roads
b. having one official language
c. demanding tribute from all its citizens
d. all of the above

11. The civilization that made human sacrifices to their gods was the ____________ .

a. Maya
b. Aztec
c. Olmec
d. Songhai

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 12. Five kingdoms developed along the Niger River Valley in Africa.

__________ 13. The economy of Ghana was based on agriculture, mining, and trade.

__________ 14. Askia the Great ordered that Christianity and the Bible was to be the law of the land in Songhai.

__________ 15. Most of what is known about the Native Americans of North America came from written records.

__________ 16. The Aztecs were fierce, warlike people who conquered many tribes in Mexico's Central Plateau.

__________ 17. The civilizations in the Americas were polytheistic.

__________ 18. Hernán Cortés conquered the Incas.

__________ 19. The Incas domesticated and raised llamas.

__________ 20. The Incas kept official records on knotted, colored cords called quipu.

Keys

Practice (pp. 299-300)

1. Africa
2. size
3. Ghana; Mali; Songhai
4. king; clans
5. agriculture; trade
6. salt; gold
7. taxed
8. Muslims
9. gold; ivory; cattle; cotton
10. Mansa Musa
11. Songhai
12. Quran
13. Timbuktu
14. powerful leaders; civil war; outside invasions

Practice (p. 301)

1. C
2. G
3. H
4. A
5. D
6. B
7. E
8. F

Practice (pp. 302-303)

Correct answers will be determined by the teacher.

Practice (p. 308)

1. Great Plains
2. Arctic/Subarctic
3. Eastern Woodlands
4. California/Great Basin/Plateau
5. Southwest
6. Southeast
7. Northwest Coast

Practice (pp. 317-318)

1. Olmecs lasted 800 years
2. Incas
3. the worship of many gods or polytheistic
4. The had horses, guns, and armor.
5. Answer will vary but may include the following: The Olmecs contributed carvings, a picture form of writing, a number system using zero, accurate calendars, and the tradition of priestly leadership and religious devotion.
6. Answer will vary but may include the following: The Mayans contributed the study of the planets, sun, and moon, a mathematical and writing system, phonograms, and tall pyramids.
7. Answer will vary but may include the following: The Aztecs used herbs and other medicines to treat fevers and wounds, set broken bones, treated dental cavities, prescribed steam baths to cure various ills, built and decorated huge temples, used picture and number symbols to record religious events, and used a system of barter to trade goods.
8. Answer will vary but may include the following: The Incas developed advanced methods of agriculture; built irrigation systems; developed terraced farming to prevent erosion; built huge temples able to withstand earthquakes, without mortar; and designed beautiful gold and silver statues and ornaments. The Incas also made many advancements in the field of medicine such as treating malaria with quinine, performing brain surgery, bone operations and amputations, and using herbs as antiseptics.

Keys

Practice (pp. 322-323)

1. great ruler of the kingdom of Mali
2. the Songhai
3. Arctic/Subarctic; Northwest Coast; California/Great Basin/Plateau; Southwest; Great Plains; Eastern Woodlands; Southeast
4. To meet their needs for food, clothing, and shelter, each group used their environment and developed a common culture. Distinct cultures developed that reflected the environment in which each group lived.
5. Accept any three: Olmecs; Mayas; Aztecs; Incas.
6. Hernán Cortés, a Spanish conquistador
7. Andes Mountains
8. Francisco Pizarro, a Spanish conquistador

Practice (p. 324)

1. J
2. G
3. E
4. M
5. A
6. H
7. D
8. L
9. O
10. P
11. B
12. F
13. C
14. I
15. N
16. K

Unit Assessment (pp. 121-123TG)

1. b
2. b
3. d
4. b
5. a
6. d
7. c
8. a
9. c
10. d
11. b
12. False
13. True
14. False
15. False
16. True
17. True
18. False
19. True
20. True

Unit 11: The Renaissance and the Reformation (1300s-1600s)

This unit emphasizes the causes and results of the Renaissance and the Reformation.

Unit Focus

- events which caused the Renaissance, the Reformation, and the Counter Reformation
- important people of the Renaissance and their contributions
- important people of the Reformation and their contributions
- role of the Church during the Reformation
- causes and effects of the Black Death

Suggestions for Enrichment

1. Show examples of sketches done by da Vinci or Michelangelo. Have students discuss these gifted artists.

2. Have students view a Renaissance painting on a postcard, color copy of work, a reproduction in an art book, or on the Internet at the Metropolitan Museum of Art (http://www.metmuseum.org), the Museums and Organizations (http://www.si.edu/organizal), and/or Worldwide Art Resources (http://wwar.com/museums.html). (Please note that all listed Web-site addresses are subject to change.) Have students respond to the following about the painting: What is the title of the painting, the artist's name, the date of the painting, and its city or country of origin? List everything that can be seen in the painting (background, objects, people, actions). How does color play an important role in the realism of this painting? What icons or symbols exist in the painting, and what does each mean? What does this painting "mean"? In a paragraph, tell the "story" of the painting. Allow students to compare responses.

3. Have students choose a CD or album cover that depicts some type of artwork (not of a singer or band members). Have students respond to the following: List everything that can be seen in the CD album or cover (background, objects, people, actions). What icons or symbols are used in this artwork, and what does each mean? What does this artwork "mean"? In what ways does this artwork depict our society? In what way does this artwork give a slanted or distorted view of our society? Why do you think this particular piece of artwork was selected for the CD or album cover? How does it represent the music on the CD or album or the musician? What message does the cover send to those who see it?

4. Have students compare and contrast art created in different countries and regions in a specific time period (such as Italy, France, Germany, Spain, the Americas, and Africa during the 15th century) and relate it to social, political, technological, scientific, and philosophical trends of that time in those places. Ask students to discuss how the art of a country changes and evolves through time to demonstrate changing values of society.

5. Have students list music from different time periods (or, for American music, from different decades in the 20th century) and evaluate how music expresses the values and lifestyles in a society. Have students research what types of music might have been played during the Renaissance.

6. Have students choose a song from an assigned time period or country and conduct research on the time period and the singer, band, or musician. Ask students to play a recording of the song and discuss how the song (its lyrics and musical accompaniment) reflects the time period and society in which it was written.

7. Have students assess the historical value of art and what different types of artwork (e.g., painting, sculptures, music, literature) tell us about the culture in which they were created.

8. Many people had superstitions and religious prejudices during the time of the Black Death. Discuss examples of superstitions. Have students speculate on how these came about.

9. Have students research weapons and tools of the Renaissance.

10. Have students volunteer to pretend to be leaders of the Reformation, such as Martin Luther, John Calvin, etc., and give speeches. Other students may judge the speeches.

11. Have students write a first-person story about daily life during the Renaissance or Reformation.

12. Create a *Jeopardy* or trivia game using information from the Renaissance and the Reformation. Have student teams answer questions in rounds, with team members eliminated for incorrect answers.

13. Ask students to describe their vision of the Middle Ages. Then have students describe their vision of the Renaissance.

14. Ask students to choose one of the following topics about the Renaissance, explain its relation to ancient and/or modern civilization, and make a class presentation: origins, literature, music, art, religion, philosophy, humanism, education, commerce, banking, government, science, medicine, the middle class, and towns. Have students present their information on a graphic organizer, as a mind map, or in the style of an individual from Renaissance times (for example, how would Leonardo da Vinci, Michelangelo, Copernicus, or Lorenzo dé Medici present the information to the class?).

15. Have students do an in-depth investigation of Renaissance event or product.

16. Have students apply for a job during the Renaissance.

17. Have students compare city life of the Renaissance to the feudal systems of the Middle Ages.

18. Have students debate whether we are living in a Renaissance period today.

19. Have students research the origins of the Renaissance and define humanities and humanists. Ask students to respond to the following: Explain the philosophical and political contributions made by Francesco Petrarca (Petrarch) and Niccolo Machiavelli, who wrote *The Prince*. Compare and contrast medieval and Renaissance art. How did Giotto, Leonardo da Vinci, Michelangelo Buonarroti, Raphael, Donatello, and Titian contribute to the evolution of art during the Renaissance? How did the practice of religion change during the Renaissance?

20. Give students a set of watercolors or crayons and a page from a coloring book to tape to the underside of a table. Have students paint or color the page while lying on their back to simulate the way Michelangelo painted the ceiling of the Sistine Chapel in Rome.

21. Have students write a first-person narrative about the life, work, and legacy of Leonardo da Vinci from the perspective of the man himself.

22. Have students research the Renaissance, the Reformation, the Scientific Revolution, and Leonardo da Vinci, focusing on the following questions: What caused the Renaissance, Reformation, and Scientific Revolution? How were individuals, communities, and nations influenced by the Renaissance, the Reformation, and the Scientific Revolution? Why was an individual like Leonardo da Vinci able to flourish during the Renaissance? How did the Renaissance, the Reformation, the Scientific Revolution, and people like Leonardo da Vinci change the world and influence modern American culture?

23. Have students write a newsletter article on one of the following topics: medieval art, medieval writers, Scientific Revolution, Leonardo da Vinci, or modern American culture and the influence of the Renaissance. Articles should include a headline, byline, and an image of the author.

24. Have students write an essay on the Renaissance and its impact on modern civilizations and human thought.

25. Have students construct a model of one of Leonardo da Vinci's inventions or models.

26. Have students create a display on one or more aspects of the Scientific Revolution.

27. Ask students to read the biography of a famous artist or writer from the Renaissance exploring the impact of the individual's work on succeeding generations. Ask students to write an essay that answers the question: Why do people need stories of the past to experience the present?

28. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. A(n) ____________ is an agreement between two or more countries, groups, or people to work together in doing something.
   a. alliance
   b. treaty
   c. superstition

2. The Renaissance started in Italy because Italy ____________ .
   a. had a climate that suited artists and writers
   b. had thriving cities, a wealthy merchant class, and was culturally linked to Greece and Rome
   c. had conquered territory in the western Europe

3. ____________ means a feeling of deep loyalty to one's country.
   a. Renaissance
   b. Nationalism
   c. Alliance

4. The ____________ caused the death of about 40 percent of all Europeans.
   a. Hundred Years' War
   b. Reformation
   c. bubonic plague

5. While the popes lived in Avignon they were loyal to ____________ .
   a. the Austrian emperor
   b. the French king
   c. the English king

6. The period of time when the Church was ruled by two popes is called ______________ .

   a. the Age of Nationalism
   b. the Reformation
   c. the Great Schism

7. Two reasons why the Protestant Reformation was a success were ______________ .

   a. the use of the printing press and the support of the Pope
   b. people's loss of faith in the Church and the emperor of Austria
   c. the Renaissance popes' unwillingness to reform the Church and the ability of the leaders of the protest movement to convince the people of their true desire to reform the Church

8. During the Hundred Years' War, ______________ fought.

   a. France and Italy
   b. England and Italy
   c. France and England

9. The Black Death, which was carried by fleas on the backs of rats, began in ______________ before it reached Europe.

   a. North America
   b. Africa
   c. Asia

10. The political agreements between European countries from the Renaissance period to the present day have been based on ______________ .

    a. alliances
    b. religion
    c. trade

11. Two leaders of the Reformation were ______________ .

    a. John Cabot and Martin Luther King
    b. Martin Luther and John Calvin
    c. Ronald Reagan and Walter Mondale

12. The artist who painted the *Mona Lisa* is ____________ .

  a. Michelangelo
  b. Gutenberg
  c. Da Vinci

13. One of the reasons for the Hundred Years' War was ____________ .

  a. the king of France's claim to the throne of England
  b. the king of Italy's claim to the throne of France
  c. the king of England's claim to the throne of France

14. At the Battle of Agincourt, the English defeated the French mainly because ____________ .

  a. they had more men
  b. they used better weapons
  c. they surprised the French

15. As superstition and religious prejudice grew, ____________ were falsely blamed for causing the Black Death.

  a. Jews
  b. the French
  c. Muslims

16. Two important events taking place in Europe at the beginning of the Renaissance were ____________ .

  a. the rise of nationalism and the increase in Church power
  b. the Hundred Years' War and the division in the Church
  c. the Reformation and the Crusades

17. A famous writer of the Renaissance period was ____________ .

  a. Pope Boniface
  b. William Shakespeare
  c. King Francis I

18. The word *Renaissance* means ____________ .

  a. remain
  b. result
  c. rebirth

19. The Reformation caused the Roman Catholic Church to __________ .

a. move to Avignon
b. reform itself
c. ally itself with the king of France

20. The purpose of the Society of Jesus was to __________ .

a. reform the Catholic Church
b. united the Protestant churches
c. win converts to the Catholic Church

21. The Protestant leader who claimed that only chosen people could be saved is __________ .

a. John Calvin
b. Martin Luther
c. Ulrich Zwingli

22. The Church of England was created by __________ .

a. John Knox
b. Henry VIII
c. Martin Luther

Keys

Practice (pp. 332-335)

- I. The Renaissance
    - A. French word meaning rebirth
    - B. A period of time when art, literature, and the sciences were studied
    - C. The roots of the Renaissance lay in Italy
        - 1. Unlike some other European countries, Italy remained divided into city-states
        - 2. Major reasons the Renaissance occurred in northern Italy
            - a. New ideas were brought back by returning Crusaders, who reached northern Italy first
            - b. Wealthy families used these new ideas
            - c. New ideas in science and mathematics were tried out at universities
- II. Achievements of the Renaissance
    - A. Artists and achievements
        - 1. Leonardo da Vinci: famous sketches of flying machines, engines, humans
        - 2. Michelangelo: painted the Sistine Chapel in the Vatican while lying on his back
        - 3. Raphael: chief architect of St. Peter's Cathedral in the Vatican
        - 4. Rembrandt: famous for ability to capture subjects' expressions on canvas
        - 5. Van Eyck: invented oil paints
    - B. Writers and their works
        - 1. Dante: *Divine Comedy*
        - 2. Petrarch: *Canzoniere*
        - 3. St. Thomas More: *Utopia*
        - 4. Chaucer: *The Canterbury Tales*
        - 5. Cervantes: *Don Quixote*
        - 6. Shakespeare: *Macbeth*
        - 7. Machiavelli: *The Prince*
    - C. Scientists and their achievements
        - 1. Gutenberg: printing press
        - 2. Copernicus—sun-centered theory of the universe
        - 3. Other achievements
            - a. Telescope
            - b. Microscope
            - c. Movable clocks
            - d. Use of gunpowder
            - e. Use of the longbow
            - f. Use of the compass
            - g. Use of the Arabic system of numbering

Practice (pp. 336-337)

Answers will vary.

Practice (p. 339)

1. strong support for the survival, success, and self-rule of one's own country and culture; strong ties or allegiance to the government based upon common interests
2. an agreement between two or more countries to work together
3. to serve the best interests of a particular city-state at that time

Practice (p. 342)

1. 5
2. 1
3. 7
4. 12

Keys

5. 2
6. 6
7. 4
8. 11
9. 8
10. 9
11. 10
12. 3

Practice (pp. 346-347)

1. pope; kings
2. taxes; permission
3. government
4. gifts
5. gold; silver
6. fighting
7. France
8. Six; French
9. Austrian emperor; English king
10. Rome; Italy

Practice (pp. 348-349)

1. Holy Roman Empire
2. Gregory XI
3. Cardinals; Germany
4. pope
5. Great Schism
6. Rome; Avignon; Schism
7. resign; pope
8. resign; three
9 Council of Constance; Great Schism
10. Martin V

Practice (p. 350)

1. F
2. E
3. A
4. G
5. C
6. B
7. D

Practice (p. 352)

1. the Black Death
2. cold spell; crops failed; little food; wars
3. hard tumors under the armpit or in the groin; high fever; bleeding from the lungs
4. witches; the devil; God punishing the sins of the people; the European Jews
5. because their prayers for an end to the plague were not answered

Practice (pp. 358-359)

1. Martin Luther; John Calvin
2. Luther believed the Church was selling forgiveness to raise money.
3. Salvation was gained by faith alone.
4. corruption in the Church; Church involvement in the politics of the countries; refusal of Renaissance popes to reform the Church; development of the printing press; leaders of the protest movement were able to convince people of their true desire to reform the Church
5. the Renaissance brought new ideas into Europe, and people began to question old ideas; the tragedy of the Black Death caused many people to lose faith and respect for the Church; the Church set out to reform itself
6. Henry VIII left the Church because the pope would not allow him to divorce his wife.
7. Catholics; Protestants; groups with different ideas; women; Jews
8. In troubled times, people look for scapegoats or others to blame for their troubles.

Keys

9. the Inquisition; the Society of Jesus
10. Answers will vary but may include: large areas of Europe remained Protestant; religion no longer united Europe; power of the Church declined; monarchs and nation-states gained power; religious wars; encouraged learning; the division of Protestant religious groups that remains in place today

Practice (p. 366)

1. protest
2. superstition
3. scapegoat
4. plague
5. suspicious
6. symptom
7. persecute
8. expel
9. tragedy
10. tolerance
11. ghetto
12. anti-Semitism

Unit Assessment (pp. 133-136TG)

1. a
2. b
3. b
4. c
5. b
6. c
7. c
8. c
9. c
10. a
11. b
12. c
13. c
14. b
15. a
16. a
17. b
18. c
19. b
20. c
21. a
22. b

Unit 12: Exploration and Colonization (1400s-1600s)

This unit emphasizes the reasons explorers sought different lands.

Unit Focus

- explorers and their employers
- routes of important explorers
- lands claimed by explorers

Suggestions for Enrichment

1. Discuss differences between today's astronauts and explorers during the time of Columbus.
2. Have students pretend they are traveling with the explorer of their choice. Have them write a diary detailing their experiences for a week.
3. Ask students to write a persuasive letter from Christopher Columbus to Queen Isabella requesting funds for an ocean voyage using only the information available to Columbus at that time.
4. Discuss how Columbus' voyage affected future colonization by Spain and England.
5. Divide the class into groups who feel that Christopher Columbus' main motivation to become an explorer was one of the following: religious, fame and fortune, loyalty to Spain, or other. Ask each group to research and prepare a list of 10 arguments that demonstrate their point of view. Give each group 10 minutes to present their argument. Then have a debate in which each group can pose a question to any other group. Next have each student write a persuasive essay explaining his or her theory on Columbus' motivation.

6. Columbus describes in his journals the appearance of the people of the lands he explored and makes some conclusions based on their behavior. Ask students to write a journal entry from the point of view of one of the people who is seeing Columbus and his crew for the first time. Ask students to make several conclusions based on their behavior.

7. Ask students to develop sets of hypotheses as to the goals, purposes, and methods of the exploration of the Americas, keeping in mind factors within European societies that induced people to launch voyages discovery.

8. Have students research the diary of Father Juan Crespi for July 14, 1769, when he left San Diego in search of Monterey, California. Students may also research the period of history during the pioneering Spanish expedition led by Gaspar de Portola to San Diego and Monterey.

9. Have students choose an explorer from the unit. Ask them to research and report on the expedition and the fate of the explorer after the discovery of the new land.

10. Have students pair up to research a historical figure and formulate interview questions and answers to present to the class, along with a timeline of the person's life.

11. Have students use the Internet or other sources to research interesting facts about a country (e.g., location of country, currency, language, climate, food, government, transportation) and create flyers to inform and persuade travelers to visit.

12. Ask students to choose one of the countries and/or one of the time periods discussed in the unit. Have them write two diary entries from the perspective of two fictitious people, listing the positive aspects of the location and/or time period. One entry should be written from the perspective of someone who has visited for a few days or researched the area (such as someone considering moving a business to town, a family looking for a different area to move to, or

a person on vacation). Have students contrast that perspective with the perspective of someone who has been a longtime resident. Have students brainstorm ideas for the needs and interest of each fictitious person; write in a personal, first-person style; and communicate feelings as well as objective opinions.

13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

colonization
exploration
merchant
profit

__________________ 1. a person whose business is buying and selling things

__________________ 2. the settling of a new territory by a group of people from another country

__________________ 3. the amount of money left after the costs of running a business have been paid

__________________ 4. traveling to unknown lands

Circle the letter of the correct answer.

5. The Italian city-states were very rich because ____________ .

    a. most of the merchants trading with Asia were Italian
    b. gold was discovered in Italy
    c. Italians discovered how to make their own spices

6. Prince Henry explored new trade routes to Asia in order to ____________ .

    a. gain control of new trade routes for Portugal
    b. spread the Catholic faith
    c. both of the above

7. Columbus believed that by sailing west from Spain, he could reach ____________ .

    a. Africa
    b. Asia and the East Indies
    c. California

8. Vasco da Gama sailed around the Cape of Good Hope to reach ____________.

   a. Africa
   b. America
   c. India

9. Ponce de Leon explored Florida while looking for ____________.

   a. silk factories
   b. the Fountain of Youth
   c. Miami

10. The first European to sail around the world was ____________.

   a. Magellan
   b. Drake
   c. da Gama

11. Spanish explorers ____________.

   a. helped the civilizations in Mexico
   b. harmed the civilizations in Mexico and South America
   c. stayed out of Mexico

12. As a result of exploration, countries in Europe became very ____________.

   a. poor
   b. small
   c. rich

13. Banking grew across Europe ____________.

   a. as more gold and silver were brought back from newly explored lands
   b. when Europeans started building with bricks
   c. when the monarchs decided it would

14. As a result of exploration, slavery ____________.

   a. ended
   b. became a big and profitable business
   c. was no longer allowed in Europe

Use the **map** *below to correctly* **locate** *the* **places** *listed. Write the number on the line provided.*

______ Africa

______ Asia

______ Atlantic Ocean

______ Arctic Ocean

______ Australia

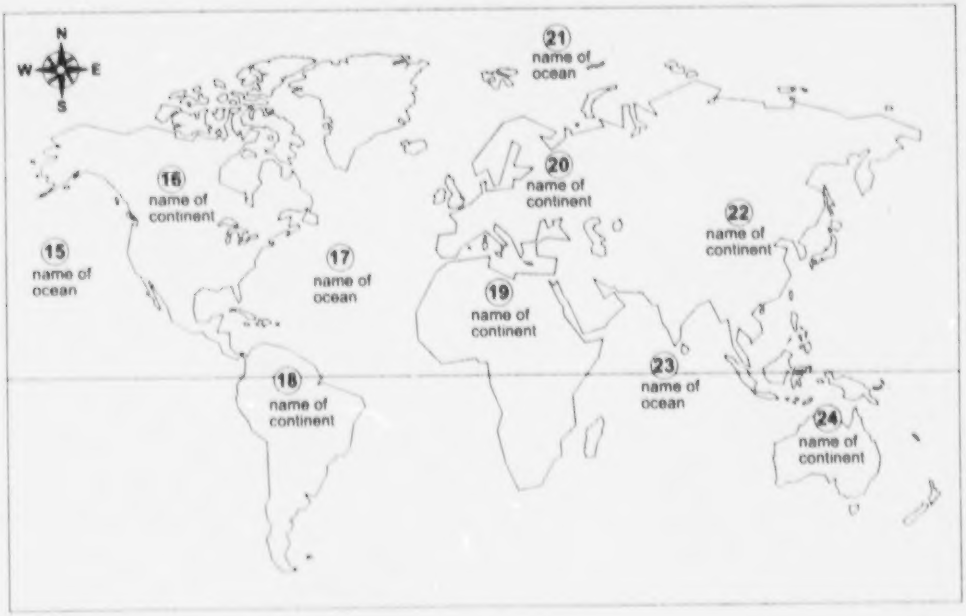
______ Europe

______ Indian Ocean

______ North America

______ Pacific Ocean

______ South America


N
W
E
S
21 name of ocean
16 name of continent
20 name of continent
22 name of continent
15 name of ocean
17 name of ocean
19 name of continent
23 name of ocean
18 name of continent
24 name of continent

Keys

Practice (p. 375)

Answers will vary but may include the following:

Countries in Europe became very rich.

Companies were started for the purpose of trade.

New products were brought to Europe.

Banking grew across Europe as more gold and silver were brought back.

A new middle class of merchants and bankers gained power in Europe.

Nations in Europe set up empires overseas.

Europeans fought many wars trying to take land from one another.

Many great civilizations in America and Africa were destroyed.

Slavery became a big and profitable business.

Christianity was brought to new lands and peoples.

Practice (p. 379)

1. profit
2. exploration
3. merchant
4. colonization

Unit Assessment (pp. 145-147TG)

1. merchant
2. colonization
3. profit
4. exploration
5. a
6. c
7. b
8. c
9. b
10. a
11. b
12. c
13. a
14. b
15. Pacific Ocean
16. North America
17. Atlantic Ocean
18. South America
19. Africa
20. Europe
21. Arctic Ocean
22. Asia
23. Indian Ocean
24. Australia

Unit 13: Before and during the Rise of the Nation-States (1000s-1600s)

This unit emphasizes the political situation in Europe from the end of the Middle Ages to the end of the Renaissance and the Reformation and the events and circumstances surrounding the rise of the nations and nationalism.

Unit Focus

- political climate in Europe during this period
- how nations shared characteristics and maintained differences

Suggestions for Enrichment

1. Have students discuss the differences between kings and presidents of the United States. List their responses on the chalkboard or overhead projector.
2. Discuss with students the importance of having a jury trial.
3. Have students create a comic strip or cartoon describing an event from this period.
4. Have students prepare a bulletin board displaying the concepts they have learned.
5. Pick a topic that evokes interest and ask students to find related articles. Discuss and list arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing "for" and the other "against" the issue. Ask students to literally "take a stand" on the line where they feel they belong, depending on the strength of their belief. (If all stand on one side, play "devil's advocate" and stand on the other side.) When everyone is standing, open the debate with spokespersons for each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the "undecided" middle position. After students are seated, have them write an editorial on the above issue.

6. Have one student start a debate or discussion on a topic in the unit by outlining an opinion or writing it on the board. Then select the next person to speak or write until all students have had a chance.

7. Have students examine their own culture's food, clothing, shelter, family, art, religion, and values. Next have students choose a country studied in this unit and examine that culture's customs and values. Now have students write about the similarities, differences, and problems common to all human beings.

8. Have students create a newsletter or travel brochure about country being studied.

9. Have students create shoe-box floats on a selected theme for a parade of cultures.

10. Have students choose a person in history (e.g., Gandhi, Hirohito, Mao, Churchill, Mandela, Lincoln) and report on the dates that person lived, where he or she lived, and describe his or her accomplishments. After all students have reported on an individual, have them discuss similarities and differences of the accomplishments. Ask students if the accomplishments had anything to do with that person's culture, and explain why or why not.

11. Have students create a quilt of construction paper squares, with each square depicting a scene from one of the cultures in this unit. Display the classes' squares on a dark background.

12. To review unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and answers on index cards in a specific color of marker, and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopics. The first group to finish taping cards goes first, and then go clockwise from group to group. When a subtopic and point value is chosen by the group, read the question. If correct, assign points; if incorrect, subtract points and put card back on the board. (Students may not pick any questions submitted by their group.)

13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. In 1066 William the Conqueror invaded ________ .
   a. Italy
   b. England
   c. France
2. During the period from 1000 to 1600 the Italian city-states ________ .
   a. were unified
   b. fought with each other
   c. were ruled by the Spanish
3. When Ferdinand and Isabella were married, ________ was unified.
   a. France
   b. Portugal
   c. Spain
4. The Tudor Monarchy began with ________ .
   a. Philip II
   b. Edward I
   c. Henry VII
5. The Magna Carta established ________ .
   a. trial by fire
   b. that the king's authority was subject to law
   c. trial by justice
6. During the Reconquista and Inquisition in Spain, ________ were told to leave Spain.
   a. Catholics
   b. Protestants
   c. Jews and Muslims

7. The War of the Roses ended when ____________ gained control of England.

   a. James I
   b. John I
   c. Henry VII

8. King Philip IV of France is best known for ____________ .

   a. putting the pope under the control of the French king
   b. signing the Magna Carta
   c. unifying the French empire

9. King Henry VIII is best known for ____________ .

   a. beginning a new government in England
   b. his many wives
   c. defeating the Spanish army

10. Mary Tudor is known as Bloody Mary because under her reign ____________ .

   a. she was at war the entire time
   b. many Jews became Catholics
   c. Protestants were killed if they didn't become Catholics

11. A system of national governments replaced the ____________ of government.

   a. city-state
   b. feudal system
   c. ancient system

12. ____________ were usually **not** represented in the government of the early nation-states.

   a. Nobles
   b. Churches
   c. Peasants

13. Another name for Germany was the ____________ .

   a. Holy Roman Empire
   b. Allied Powers
   c. Byzantine Empire

14. Usually, the monarchy changed when ________ .

    a. the king or queen was voted out of power
    b. the king or queen died
    c. the king or queen said so

15. The Tudor Monarchy ended with the death of ________ .

    a. Elizabeth I
    b. Philip IV
    c. Anne Boleyn

16. To begin the Inquisition in Spain, King Ferdinand and Queen Isabella gained permission from the ________ .

    a. king of France
    b. pope
    c. emperor of Germany

17. The Spanish government used ________ to gain confessions.

    a. bribes
    b. promises
    c. torture

18. When the Jews and Muslims were told to leave Spain, ________ .

    a. they went to live in England
    b. they moved to Israel
    c. the Spanish economy suffered

19. Hugh Capet was the first of the ________ rulers in France.

    a. Carolingian
    b. Capetian
    c. Tudor

Keys

Practice (pp. 387-388)

1. El Cid
2. Henry II
3. Philip IV
4. clergy; nobles; townspeople
5. Otto IV
6. King John
7. king's authority is subject to law
8. King Philip II (Philip Augustus)
9. Castile
10. William the Conqueror
11. Germany
12. Edward I

Practice (pp. 392-393)

1. Henry VII
2. six times
3. because she gave birth to a girl instead of a boy; wanted a male heir to the throne
4. a law that said the king could get a divorce; king had authority over the Church
5. Catherine of Aragon; Anne of Cleves
6. Anne Boleyn; Catherine Howard
7. Edward VI; Mary Tudor; Elizabeth I
8. because during her reign many Protestants were put to death for not becoming Catholic
9. Under her rule, England became one of the most powerful nations in the world.

Practice (pp. 396-397)

1. Ferdinand and Isabella
2. an effort by the Roman Catholic Church to recover Christian lands from the Muslims
3. to get confessions from the people who opposed the Roman Catholic church
4. torture, usually in public
5. an effort by the Roman Catholic Church to find and punish heretics
6. to bring religious and political unity to Spain
7. become Catholic or leave Spain
8. Jews and Muslims were two skilled, educated groups of people that had contributed to Spain's and Portugal's economy and culture.

Practice (p. 400)

1. reign
2. confession
3. monarch
4. Inquisition
5. tolerance
6. expel
7. heretic
8. behead

Unit Assessment (pp. 153-155TG)

1. b
2. b
3. c
4. c
5. b
6. c
7. c
8. a
9. b
10. c
11. b
12. c
13. a
14. b
15. a
16. b
17. c
18. c
19. b

Unit 14: The Age of Absolutism in Europe (1600s-1700s)

This unit emphasizes how the autocratic rule of European monarchies contributed to political reform in Europe.

Unit Focus

- factors related to collapse of the monarchy and the rise of the English Commonwealth
- characteristics of the French, Russian, and Austrian monarchies
- causes and results of the Thirty Years' War

Suggestions for Enrichment

1. Ask students to discuss what they know about the royal family in England. Have them compare important families in the United States and royalty in other countries. What are their opinions about royalty?
2. Discuss with students current political conditions in the Soviet Union (now called the Commonwealth of Independent States). Find out how students feel about that area of the world. What do they know? Where do they get their information?
3. Have students play a relay game on the monarchies of Europe. Two or more teams must sit in rows while questions are asked. The last person at the end of the row is the only person who can answer. Each row is asked a different question. Each correct answer rotates the last team member one seat forward. Once a team returns to its original seating arrangement, they win.
4. Have students research the organizations and history of the House of Lords, and compare and contrast it to the United States Congress.
5. Set up two circles of chairs, an inner circle and an outer circle. Have students in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what has been heard.

6. Have students create a newspaper reflecting a country in the unit.

7. Have students write a first-person story about daily life during the Age of Absolutism.

8. Review concepts of the unit through a silent *Jeopardy* activity. Select 10 categories of topics (five for the first round and five for the second round). Have each student divide a piece of paper into two columns, for the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, do a final *Jeopardy* question and allow students to wager from 1-10 points. Check papers and tally the scores.

9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

behead
commonwealth
consent
dictatorship
military
parliament
revoke
tolerance

__________________ 1. having to do with the army, soldiers, or war

__________________ 2. respect for the opinions and practices of others

__________________ 3. to cut off someone's head

__________________ 4. a nation or state that is governed by the people

__________________ 5. a group of people who have the power and duty to make the laws of a country

__________________ 6. to cancel or make something no longer useful

__________________ 7. to give permission

__________________ 8. a government ruled by a person who has complete control over the life of the people

Circle the letter of the correct answer.

9. England's government became __________ .

   a. a limited monarchy
   b. a democracy
   c. a republic

10. Members of Parliament believed that __________ .

   a. the king should be an absolute monarch
   b. they received their power directly from God
   c. the king could not tax the people without Parliament's consent

11. The kings of France were __________ .

   a. absolute monarchs
   b. powerless
   c. very kind to their people

12. The largest section of French society was the __________ .

   a. First Estate (clergy)
   b. Second Estate (nobles)
   c. Third Estate (commoners, middle class, and peasants)

13. By the end of the 18th century, Poland was __________ .

   a. a strong and powerful country
   b. no longer a country on the map of Europe
   c. losing its territory

14. The wisest and best ruler of Austria was __________ .

   a. Maria Theresa
   b. George I
   c. Louis XIV

15. Russia did not experience the Renaissance period because __________ .

   a. Russians experienced little communication with the rest of the countries of Western Europe
   b. they felt the other European countries were too advanced
   c. there were too many forests

16. By the end of the 18th century, Russia had become __________ .

   a. a democracy
   b. westernized
   c. a part of Prussia

Answer the following using complete sentences.

17. List the ways in which Parliament tried to limit the power of the English monarchy.

18. What did Louis XIV's comment "I am the state" mean?

19. How did Frederick the Great strengthen Prussia?

20. What steps did Peter the Great take to modernize Russia?

Keys

Practice (pp. 410-412)

1. A strong navy enabled England to build a large empire around the world.
2. James I of Scotland
3. The Protestants were afraid that the Catholics were becoming too powerful.
   James I did not understand the English way of life.
   James I believed in the divine right of kings.
4. a law passed by Parliament saying that the king could not tax the people without consent from the Parliament
5. He became so angry that he ignored Parliament for the next 11 years.
6. Oliver Cromwell
7. because the monarchy was restored or put back in place
8. Members of the Parliament voted to force James II to give up the throne.
9. that Parliament was the lawmaking body of England;
   to ask permission from Parliament to gather an army
10. It gave religious freedom to all except Catholics and Jews.
11. It said that a Catholic could never became king or queen of England.

Practice (p. 413)

1. b
2. e
3. g
4. h
5. d
6. a
7. f
8. i
9. c

Practice (pp. 416-417)

1. a system of government in which the king has all the power to make and change laws and answers only to God
2. that the king has been given the right to rule by God
3. to make the French king as strong as possible;
   to make France the most powerful country in Europe
4. by taxing the people heavily
5. government control of the economy by acquiring foreign trade, setting up colonies, and acquiring gold and silver
6. They were very poor. They had no voice in government. They could be arrested for any reason at any time. They could be jailed or sent away from France for any reason.
7. They were no longer allowed to worship. They were put in prison, tortured, and killed. Many left France.

Practice (pp. 422-425)

I. Early Russian history
   A. Influenced by the Byzantine Empire
   B. Under control of Mongol invaders

II. Ivan the Great
   A. Forced the Mongols across the Ural Mountains
   B. Grand Prince of Moscow
   C. Built a large and powerful Russian Empire
   D. Married the daughter of the Byzantine emperor
   E. Took title of czar

Keys

III. Ivan the Terrible
    A. Had nobles murdered
    B. First Russian to gain a warm-water port for Russia
    C. Lost the port soon after he took it
    D. Became friendly with English and German merchants

IV. Time of troubles
    A. After the death of Ivan the Terrible
    B. Russians fighting each other for power
    C. Lasted for 30 years
    D. Russians did not experience the Renaissance because of
        1. Language
        2. Geography

V. Peter the Great
    A. Russian Empire grew
    B. Capital moved from Moscow to St. Petersburg
    C. Important contribution was introducing Western European ideas to Russia
    D. New ideas introduced in Russia include
        1. Westernized dress code
        2. European calendar
        3. Mercantilist ideas
        4. Modernized army
    E. After a long war with Sweden, Russia gained a window on the sea, or a warm-water seaport on the Baltic Sea
    F. Russian government became like the French government
        1. The Czar had complete control
        2. Most people were peasants

VI. Catherine the Great
    A. A German princess who married Russian czar, Peter III
    B. Kept control by
        1. Giving nobles more power over the land on which they lived
        2. Taking control of the Russian church
    C. Resourceful but ruthless leader
        1. No tolerance for anyone who questioned her power
        2. Peasants had no civil rights
        3. Russian soldiers ruined villages
    D. Russian added territory
        1. Across Siberia into Alaska
        2. Border moved south and west into Europe
        3. Participated in the partitioning of Poland
    E. Supported western ideas
        1. Encouraged the arts
        2. Sponsored education

Practice (pp. 428-429)

1. France, Sweden, German states, and Spain
2. The Hapsburg family in Germany lost power and territory. Protestant religions gained followers, while the influence of the Catholic Church declined. German states stayed independent. Most lasting effect was the beginning of a new type of diplomacy.
3. to achieve a balance of power
4. The European people were heavily taxed, but did not receive any benefits in return.

Practice (p. 432)

1. Poland
2. map
3. outsiders
4. geography
5. first partition
6. power politics

Keys

Practice (p. 436)

1. Frederick William I
   Frederick the Great
2. He doubled the size of his country through war. He began public works projects and encouraged industry and education.
3. Hapsburgs; Maria Theresa
4. She made nobles and clergy pay taxes.
   She took power away from nobles and the clergy and set up a system of government more responsive to the people.

Practice (p. 438)

1. tolerance
2. parliament
3. commonwealth
4. military
5. dictatorship
6. consent
7. revoke
8. behead
9. partition

Unit Assessment (pp. 163-166TG)

1. military
2. tolerance
3. behead
4. commonwealth
5. parliament
6. revoke
7. consent
8. dictatorship
9. a
10. c
11. a
12. c
13. b
14. a
15. a
16. b
17. Parliament passed laws to weaken the power of the monarchy. The Petition of Rights said that the king could not tax people unless Parliament gave its consent. The English Bill of Rights also limited the power of the monarchy.
18. Louis XIV believed that he ruled by divine right.
19. Frederick the Great transformed Prussia from a small country to a major power and almost doubled his country's size. He seized land from Austria and annexed other territories. He began public works projects and encouraged industry and education.
20. Peter the Great traveled throughout Western Europe and brought back to Russia ideas that he thought would modernize Russia. Answers will vary but may include the following: adopting mercantilist ideas; adopting a European calendar; making his subjects dress like Europeans (i.e., cutting their beards); modernizing his armies.

Unit 15: New Ideas Lead to Revolution (1700s)

This unit emphasizes how scientists, writers, and philosophers were able to bring about a period of enlightenment.

Unit Focus

- leaders in the scientific revolution
- ideas of individual thinkers and show how they relate to American ideas
- causes of the American Revolution

Suggestions for Enrichment

1. Engage students in a brief discussion about space travel. Poll the class to find out who would willingly travel in outer space. Explain that in the 18th century most people knew little about space or had great fear of space.
2. Have students discuss their knowledge of taxation. What are the benefits and the disadvantages?
3. Have students read letters to the editor in the local paper to find opinions of residents. Discuss.
4. Have students examine the different ways other societies approach and solve the problems common to all human beings (e.g., food, clothing, shelter, family, art, religion, values). Discuss ways people can learn to get along.
5. Have students create a flow chart to analyze a situation.
6. Have students choose a country from the unit and find pictures from that era which depict that its culture and values in economic, political, social, religious, and aesthetic areas. Next have students do the same for their culture and values. Then compare and contrast each area.

7. Have students work in groups and research what kinds of items are made and sold in a specific country. Have each group create an advertisement in the native language of the country and post prices in the country's monetary unit.

8. Have students find a news item about the country and analyze its impact on tourism.

9. Give and score a generalized pretest. Hold conferences with students to get their opinions on their weakest areas. Divide students into areas of study.

10. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. Overthrowing a government is known as __________ .
   - a. contract
   - b. revolution
   - c. right

2. A __________ tries to understand human nature and the meaning of life.
   - a. photographer
   - b. philosopher
   - c. frustration

3. At the end of the 18th century, the __________ rose to a position of importance and wealth.
   - a. peasants
   - b. serfs
   - c. middle class

4. During the Age of Enlightenment, people began to __________ .
   - a. ask questions about the role of the Church and government
   - b. use electric light
   - c. believe their government leaders

5. Baron de Montesquieu wrote that __________ .
   - a. government should be ruled by an absolute monarch
   - b. Thomas Jefferson was an important leader
   - c. government should have three separate parts

6. Mozart __________ .
   - a. wrote novels
   - b. wrote classical music
   - c. wrote government documents

7. The scientist who discovered the laws of gravity was __________ .

   a. Sir Isaac Newton
   b. Albert Einstein
   c. Mozart

8. The English government wanted the colonies to pay taxes __________ .

   a. to reduce overcrowding of homes
   b. to help keep an English army in America
   c. to support the French army

9. The colonists felt that if they were going to pay taxes, they should __________ .

   a. be allowed to drink tea
   b. send their taxes to France
   c. be represented in the English Parliament

10. One of the difficulties the colonists faced at the beginning of the revolution was __________ .

    a. a shortage of supplies
    b. too many soldiers
    c. too many weapons

11. George Washington __________ .

    a. won and held the respect of his fellow colonists
    b. prevented the revolution
    c. mishandled the whole war

12. The colonists __________ .

    a. believed in what they were fighting for
    b. were not fighting on land they knew well
    c. received help from Russia

13. The English government was __________ .

    a. not willing to fight
    b. unable to stick with one policy
    c. getting help from France

14. The United States government was __________ .

    a. a form of government called a republic
    b. cruel to the people
    c. similar to an absolute monarchy

15. The American Revolution __________ .

    a. freed people around the world
    b. was fought in both Europe and the colonies
    c. was a model for other revolutions which followed

16. The middle class grew in numbers and strength __________ .

    a. as exploration and discovery decreased
    b. as exploration and discovery increased
    c. increased as more peasants became members

17. Thomas Jefferson used John Locke's ideas when he wrote __________ .

    a. the Constitution of the United States
    b. the Declaration of Independence
    c. *Robinson Crusoe*

18. Voltaire believed in __________ .

    a. freedom of speech
    b. many gods
    c. the system of absolute monarchy

19. "We hold these truths to be self-evident…" are the words at the beginning of the __________ .

    a. Declaration of Independence
    b. Constitution of the United States
    c. Bill of Rights

20. An American who studied, learned, and used the ideas of the Enlightenment was __________ .

    a. Voltaire
    b. Gibbon
    c. Jefferson

Keys

Practice (p. 447)

1. merchants, bankers, lawyers, tradesmen
2. because the nobles and clergy wouldn't take an interest in day-to-day business
3. the way people thought about their government, themselves, and the world around them

Practice (p. 448)

1. Sir Isaac Newton
2. John Locke
3. Voltaire
4. Jean-Jacques Rousseau
5. Daniel Defoe
6. Mozart
7. Edward Gibbon
8. Moliere
9. Baron de Montesquieu
10. Denis Diderot

Practice (pp. 453-454)

1. heavy taxation; no representation in Parliament; laws which made the colonists angry
2. George Washington was a wise leader.
   France assisted with money, troops, a navy, generals, and supplies.
   English government mishandled the whole war.
   The colonists were fighting in a land they knew very well.
   The colonists believed in what they were fighting for.
   The colonists received help from enemies of England.
   English soldiers were fighting far away from home.
3. The United States of America was formed.
   The republican form of government was created.
   Other people in Europe were able to see that government does not have to be cruel.
   The American Revolution inspired other revolutions and served as a model.

Practice (p. 456)

1. revolution
2. frustration
3. philosopher
4. right
5. contract
6. criticize
7. guarantee

Unit Assessment (pp. 273-275TG)

1. b
2. b
3. c
4. a
5. c
6. b
7. a
8. b
9. c
10. a
11. a
12. a
13. b
14. a
15. c
16. b
17. b
18. a
19. a
20. c

Unit 16: The French Revolution (1789-1815)

This unit emphasizes how heavy taxes and a lack of representation in government inspired the revolt in France and the rise and fall of Napoleon Bonaparte as emperor of France.

Unit Focus

- reasons for discontent among the French people during the reign of Louis XVI
- comparisons between the Old Regime and the New Regimes in France
- influence of Napoleon

Suggestions for Enrichment

1. Have students develop the following classification chart to compare the three estates using their book and other reference materials.

Estate	Membership	Description
First		
Second		
Third		

2. Have students produce a newscast called *The Storming of the Bastille.* Have them assume the roles of reporters, nobles, peasants, clergy, the Paris mob, or soldiers at the Bastille. Reporters will interview the people and prepare a newscast from Paris on July 14, 1789. With several reporters, this historic event can be reenacted and recorded on videotape or audiotape with accompanying background noises from the mob.

3. Have students organize and compile a chart comparing and contrasting the Old Regime and the New Regime in France. Have students work together in groups and combine the information on one class chart.

4. Have students prepare a list of the social, political, and economic problems that led to the French Revolution. One group of students will take one area. The three groups can prepare a class chart.

Causes of the French Revolution

Social	Political	Economic

5. Have students draw a timeline that must include the following events.
    - the Reign of Terror
    - the Tennis Court Oath
    - the Storming of the Bastille

6. Have students research the colorful and fascinating life of Napoleon, choosing a time period of his life and working alone or with a partner to collect the information. The combined report could be shared in class in various ways: as a mural, in drama, an oral report on tape, in a collage, in a diary, etc.

7. Have students compare various aspects of the New Regime and the Old Regime and complete the chart below. (The chart could include the Empire as well.)

	New Regime	Old Regime
type of government		
legislative body		
voting rights		
social structure		

8. Ask students to examine the French Revolution from the viewpoint of a historian or political scientist. Have students compare the French Revolution to the American, Russian, and Chinese revolutions. Help students come up with a pattern, or common thread, for these conflicts.

9. Ask students to report the events of the French Revolution as though they had been hired to write the news by Louis XVI; the clergy; the French working class; or by the citizens of the new nation, the United States of America.

10. Ask students to consider the reasons why historians say the French Revolution was a turning point in the history of nations. Ask students what the Revolution accomplished, not only for France, but for other countries as well.

11. Have students search for information about the French Revolution on the Internet on misunderstandings and misinformation; slow and unpopular responses to economic, social, and political problems; interest group concerns for their own future; and leadership of the monarchy and other groups. Ask students to explain if it was possible that this conflict could have been avoided or could not have been avoided, and explain why.

12. Have students write a first-person story about daily life during the French Revolution.

13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. The largest of the three Estates represented ________.

   a. the clergy
   b. the nobles
   c. the peasants and middle class

2. In one of the first acts of the French Revolution, the Third Estate broke away from the Estates-General and organized the ________.

   a. National Assembly
   b. First French Republic
   c. Legislative Assembly

3. The Bastille was ________.

   a. a city near Paris
   b. the place where Estates-General met
   c. a government prison

4. On July 14th the French celebrate ________.

   a. the day the Republic was born
   b. Independence Day
   c. the day Napoleon was born

5. The French government helped the colonists in ________ gain independence.

   a. North America
   b. Asia
   c. South America

6. During the Reign of Terror, ________ was in charge of France.

   a. Napoleon
   b. Louis XVI
   c. Robespierre

7. Toward the end of the Directory period, __________ came to power in France.

   a. Robespierre
   b. Louis XVI
   c. Napoleon

8. Napoleon invaded __________ in 1812.

   a. Austria
   b. Prussia
   c. Russia

9. One of Napoleon's greatest achievements was that he __________ .

   a. codified the laws
   b. defeated the Russians
   c. regained Canada

10. From the French Revolution, people in Europe learned that __________ .

   a. a revolution is not possible
   b. change can take place
   c. revolutions are not bloody

Match each definition with the correct term. Write the letter on the line provided.

_____ 11. France before 1789

_____ 12. paid most of the taxes before 1789

_____ 13. period of no rain

_____ 14. called to meet only when the king needed money

_____ 15. message of the French Revolution

A. peasants

B. drought

C. Estates-General

D. Liberty, Equality, Fraternity

E. Old Regime

Number the **events** *below from 1–5 in the* **order** *in which they* **occurred**.

______ 16. drought hits France

______ 17. Louis XVI beheaded

______ 18. National Convention is called

______ 19. Prussia and Austria invade France to save the monarchy

______ 20. Reign of Terror

Use the list below to complete the following statements.

Declaration of Rights of Man
National Bank
National Convention
Russian winter
strike

21. The ________________________________ was the main reason for the defeat of Napoleon's army.

22. The workers were angry with the French government so they went on ________________________________ .

23. The ________________________________ declared France to be a republic.

24. Napoleon gave France its first ____________________ .

25. The ________________________________ gave all French men equal rights in August 1789.

Keys

Practice (p. 466)

1. D
2. B
3. G
4. A
5. E
6. C
7. F

Practice (p. 467)

1. nobles
2. peasants
3. clergy
4. palaces
5. reforms
6. Enlightenment

Practice (pp. 468-469)

1. The social, economic, and political pressure placed upon the French people was becoming too much to bear.
2. The king was blind to the suffering of the French people.
3. Answers will vary.
4. drought; inflation; money spent on American Revolution

Practice (p. 470)

1. A
2. G
3. C
4. B
5. D
6. E
7. F

Practice (p. 475)

1. strike
2. Estates-General
3. absolute monarch
4. limited monarch

Practice (pp. 476-477)

1. to discuss financial problems that faced the nation
2. the Third Estate
3. The Bastille was the symbol of everything wrong with France; a symbol of the fight for independence.
4. Answers vary, but should include the following: gave equal rights to all male citizens; ended special privileges for nobles and clergy; freedom of speech, of the press, of religion, and to own property.
5. The French system of government and the whole French social system were changed.

Practice (p. 482)

1. H
2. F
3. C
4. A
5. B
6. D
7. E
8. G

Practice (pp. 483-484)

1. October 1, 1791 to August 10, 1792.
2. limited monarchy
3. Prussia; Austria
4. guillotined
5. The people were unified in trying to stop the invasion.
6. Reign of Terror
7. The monarchy was replaced with a republican government; workers and peasants were given new rights; free education; price controls; new tax laws.
8. They were concerned that what was happening in France could happen in the other countries in Europe.

Keys

Practice (p. 485)

1. National Convention
2. radicals
3. King Louis XVI
4. conservatives
5. Robespierre
6. moderates

Practice (p. 487)

1. the Directory
2. property owners
3. Napoleon Bonaparte
4. The French people believed he could end the violence; Napoleon had the support of the army

Practice (p. 491)

1. He codified the laws.
2. 1808-1811
3. 1812
4. an empty city
5. far from home; few supplies; no winter clothing; constant attacks from small groups of Russians
6. He was sent into exile.
7. Waterloo

Practice (p. 493)

1. strike
2. absolute monarch
3. drought
4. limited monarch
5. monarch
6. inflation
7. monarchy
8. conservatives
9. Jacobins

Practice (p. 494)

1. Estates-General
2. revolution
3. moderates
4. triumph
5. Enlightenment
6. bourgeoisie
7. guillotine
8. radicals

Practice (p. 495)

1. E
2. F
3. D
4. H
5. K
6. B
7. J
8. I
9. A
10. G
11. C

Unit Assessment (pp. 183-185TG)

1. c
2. a
3. c
4. b
5. a
6. c
7. c
8. c
9. a
10. b
11. E
12. A
13. B
14. C
15. D
16. 1
17. 3
18. 5
19. 2
20. 4
21. Russian winter
22. strike
23. National Convention
24. National Bank
25. Declaration of Rights of Man

Unit 17: The Revolutionary Spirit Reaches Latin America (1800s)

This unit emphasizes how social unrest in other parts of the world inspired and led to revolution in Latin America.

Unit Focus

- how the countries of Latin America gained their independence
- rigid social order in Latin America

Suggestions for Enrichment

1. Divide the class into small groups and have them identify the information necessary to complete the chart below.

Revolution in Latin America

Country	Ruling Country	Leaders of the Revolution	Important Events
Haiti	France		
Colombia **Venezuela** **Panama**	Spain		
Argentina **Chile** **Peru**	Spain		
Mexico	Spain		

2. Have students list the social orders and identify what was available to each group in areas such as education, employment, rights, etc.
3. Have students draw a map of Latin America from this period, identifying the areas ruled by European nations and creating a legend for the map. Have other groups of students draw and label a map of modern Latin America identifying present-day nations that were at one time ruled by other countries.

4. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the "Assigned Value" in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

Conflict Clarification Matrix for Analyzing a Current Issue	
Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	

5. Present students with the following value examination matrix for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record their reasoning or logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

Value Examination Matrix

Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

6. Present students with the following decision-making matrix to analyze a teacher-generated "decision question" with choices or alternative to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows.

   3 = very important
   2 = somewhat important
   1 = not very important

   Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows.

   3 = totally
   2 = somewhat
   1 = a little
   0 = not at all

   Finally, have students calculate the quality points each alternative has by multiplying the criterion weight by the alternative weight. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.

Sample:

Decision-Making Matrix

Decision Question: Who would be the best national leader if the entire world were at peace?

Criteria	Alternatives		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3) **Criteria Weight =**	alternative weight x criteria weight = quality points __ x __ = __	__ x __ = __	__ x __ = __
charismatic leader (rank or weight from 1-3) **Criteria Weight =**	__ x __ = __	__ x __ = __	__ x __ = __
knowledge of cultures (rank or weight from 1-3) **Criteria Weight =**	__ x __ = __	__ x __ = __	__ x __ = __
knowledge of international finances (rank or weight from 1-3) **Criteria Weight =**	__ x __ = __	__ x __ = __	__ x __ = __
Total of Quality Points	______	______	______

Decision-Making Matrix

Decision Question:

	Alternatives		
Criteria			
(rank or weight from 1-3) **Criteria Weight =**	alternative weight x criteria weight = quality points _ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
(rank or weight from 1-3) **Criteria Weight =**	_ x _ = _	_ x _ = _	_ x _ = _
Total of Quality Points	______	______	______

Criteria Weight

Ranking system:

3 = very important
2 = somewhat important
1 = not important

Alternative Weight

The degree to which each alternative possesses each criteria:

3 = totally
2 = somewhat
1 = a little
0 = not at all

7. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion contrary to their own and present the argument to the class.

8. Ask students to use a news article and list 10 sentences from the article. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasoning.

9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. Latin America is located south of ____________ .
   - a. Europe
   - b. Italy
   - c. the United States
2. Latin America was colonized by ____________ .
   - a. the United States and France
   - b. Spain, Portugal, and France
   - c. Spain and Italy
3. The conquerors of Latin America ____________ .
   - a. took whatever they could from the native population
   - b. made slaves of the natives
   - c. both of the above
4. Social class in Latin America determined ____________ .
   - a. whether or not a person would be educated
   - b. the rights a person had
   - c. both of the above
5. The most educated class, the creoles, were encouraged to revolt by ____________ .
   - a. the ideas of the Age of Enlightenment
   - b. the Divine Right of Kings
   - c. the Quran
6. After the French Revolution, creoles in Latin America wanted to ____________ .
   - a. keep things the way they were
   - b. free themselves from their European conquerors
   - c. buy more slaves

7. The leader of the revolution in Haiti was ____________ .
    a. Toussaint L'Ouverture
    b. Napoleon
    c. José de San Martín

8. Leaders of the revolution in South America included ____________ .
    a. Simón Bolívar and Napoleon
    b. Simón Bolívar and José de San Martín
    c. José de San Martín and Napoleon

9. Father Miguel Hidalgo led the revolution in ____________ .
    a. France
    b. the United States
    c. Mexico

10. When the Spanish king wanted to restore his empire in Latin America, he was opposed by ____________ .
    a. France
    b. the United States and Great Britain
    c. Mexico

11. The Monroe Doctrine stated that the United States would help any country in the Western Hemisphere ____________ .
    a. that needed money
    b. that was threatened by a European country
    c. neither of the above.

12. The Europeans ____________ .
    a. helped write the Monroe Doctrine
    b. ignored the Monroe Doctrine
    c. took the Monroe Doctrine seriously

13. ____________ are in South America.
    a. France and Great Britain
    b. Colombia, Venezuela, Bolivia, and Argentina
    c. Spain and Portugal

14. Latin America separates the __________ .

   a. United States and Canada
   b. Pacific Ocean from the Atlantic Ocean and the Gulf of Mexico
   c. Dead Sea and Living Sea

15. Haiti is in __________ .

   a. Central America
   b. Mexico
   c. the Caribbean Sea

Keys

Practice (pp. 504-505)

1. Spain; Portugal; France
2. They made slaves of the natives and took whatever they could from them.
3. to work as slaves on the large plantations
4. whether or not a person would be educated; the type of job a person could hold; the rights a person had
5. the American Revolution and the French Revolution
6. at the start of the 19th century

Practice (p. 506)

Correct answers will be determined by the teacher.

Practice (p. 511)

1. Toussaint L'Ouverture
2. James Monroe
3. Father Hidalgo
4. Napoleon
5. Simón Bolívar
6. José de San Martín

Practice (p. 512)

1. France; 1803
2. Spanish; Napoleon
3. Bolívar; San Martín
4. Father Hidalgo
5. Great Britain; United States
6. Monroe Doctrine

Practice (p. 514)

1. courage
2. mulattos
3. colonize
4. native
5. creoles
6. society
7. peninsulares
8. hemisphere
9. plantation
10. mestizos

Unit Assessment (pp. 195-197TG)

1. c
2. b
3. c
4. c
5. a
6. b
7. a
8. b
9. c
10. b
11. b
12. c
13. b
14. b
15. c

Unit 18: Europe (1815-1848)

This unit emphasizes the causes and impact of revolutions throughout Europe during the post-Napoleonic period.

Unit Focus

- concept of balance of power as the main goal of the Congress of Vienna
- political and social ideals of Metternich

Suggestions for Enrichment

1. Have students make a timeline for the period 1815–1848 that includes events dated in Unit 17. Have them draw inferences based on the timeline (Were any of the events on the timeline causes or results of other events? Which events brought the greatest change?).
2. Divide students into two or three groups and have each group make a bulletin board display. Have group #1 create a large map of Europe after the Congress of Vienna: 1815. Have group #2 create a wall chart that lists the countries participating in the Congress of Vienna and the major leaders representing each country. (Some additional library research may be needed to gather all the information.) Have group #3 create a large map of Europe prior to the Congress of Vienna.
3. Discuss how the map of Europe was redrawn and ask students to find evidence to suggest that finding a balance of power was the main goal of the Congress of Vienna.
4. Choose material for the class to discuss. Have small groups discuss material, with each group choosing a recorder to write down ideas and a second person to summarize the discussion to the class.

5. Have students write a first-person story about daily life in countries ruled by foreign governments whose inhabitants want self-rule.

6. Ask students to write about what they believe are fundamental human rights that all people should enjoy, regardless of their nationality, their ethnic background, their religion, and their economic status. Now ask students if the fundamental human freedoms they wrote about should be subject to the rule of law; that is, should the government have the authority to withhold or limit those freedoms? Why or why not?

7. In groups have students develop a "Bill of Human Rights" that incorporates their ideas of the absolute rights of all humans. Have groups present ideas and discuss rationale behind each idea. Then compare, list, and discuss common trends and differences.

   Have students use the Universal Declaration of Human Rights, (http://www.un.org/rights/50/decla.htm), a resolution developed by the United Nations General Assembly in 1948, to write a reflective essay responding to the following questions: What rights are presented in the Universal Declaration of Human Rights that were also discussed in your group's "Bill of Human Rights" and why? What rights presented in the Universal Declaration for Human Rights were not mentioned in yours and why?

8. Have students compare and contrast the United States Bill of Rights with the Universal Declaration of Human Rights and answer the following questions: What protections are citizens in the United States afforded? What actions would be considered criminal acts against the United States government, and how are these actions treated?

9. Ask students what the civil and human rights issues are in the United States (or country they are from) that continue to cause conflict and controversy. Next ask students to brainstorm what actions they and other citizens can take to try to remedy social injustices and civil rights abuses.

10. Have students research colonialism as it was practiced by European countries and how it has affected the history, culture, and people of various countries that were colonized.

11. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. The purpose of the Congress of Vienna was to ____________ .
    a. declare war on Russia
    b. create and maintain peace in Europe
    c. colonize the New World

2. A person who desires to return to a system of government that no longer exists is a ____________ .
    a. reactionary
    b. revolutionist
    c. quadruple

3. The most important goal of European nations after Napoleon's defeat was to keep ____________ .
    a. the countries of Europe small
    b. Metternich alive
    c. a balance of power

4. ____________ represented France at the Congress of Vienna.
    a. Metternich
    b. Tallyrand
    c. Louis XVIII

5. Tallyrand supported the restoration of ____________ .
    a. Napoleon
    b. Poland
    c. the monarchy in France

6. Austria was represented at the Congress of Vienna by ____________ .
    a. Metternich
    b. Tallyrand
    c. Maria Teresa

7. Metternich ____________ .

   a. believed in absolute monarchy
   b. opposed the ideas of the Enlightenment
   c. both of the above

8. To satisfy Russian and Prussian desires for more land, ____________ was divided.

   a. Poland
   b. Germany
   c. Austria

9. Land was taken from those countries that ____________ .

   a. opposed Napoleon
   b. helped Napoleon
   c. didn't need the land

10. The major mistake made by the Congress of Vienna was that ____________ .

    a. they brought Napoleon back to power
    b. they made France pay large sums of money
    c. they tried to solve future problems using methods of the past

11. The *Concert of Europe* never worked because ____________ .

    a. the countries of Europe never really trusted one another
    b. the countries of Europe spoke different languages
    c. there were no nationalistic feelings

12. The president of the Second French Republic was ____________ .

    a. Louis Napoleon
    b. Napoleon Bonaparte
    c. King Louis XVIII

13. Great Britain had many men, women, and children working in ____________ .

    a. Austria
    b. France
    c. factories

14. Great Britain was saved from revolution by __________ .

a. a strong army
b. reforms made by the House of Commons
c. the Quadruple Alliance

15. By agreement at the Congress of Vienna, __________ was given control of the German states.

a. Prussia
b. Austria
c. France

16. The Revolution of 1848 in Austria and the German states was influenced by the revolt in __________ .

a. Spain
b. Russia
c. France

17. At the Congress of Vienna, Czar Alexander I of Russia wanted to get __________ for his country.

a. a larger army
b. a warm-water port
c. factories

18. The Quadruple Alliance was formed to __________ .

a. keep France in line after Napoleon's defeat at Waterloo
b. remove the king of Spain from his throne
c. make Poland a powerful country

19. In Spain, __________ was returned to nobles and clergy after Napoleon Bonaparte's defeat.

a. Portugal
b. land and power
c. democracy

20. The Quadruple Alliance helped the Greeks __________ .

a. gain independence from the French
b. overthrow the Egyptians
c. gain independence from the Turks

Keys

Practice (pp. 523-524)

1. Austria, Great Britain, Russia, Prussia
2. create and maintain peace throughout Europe; stabilize Europe
3. distribute Napoleon's conquests and return the monarchs to power or restore governments and values that had reigned before the French Revolution
4. No country is measurably stronger or weaker than another.
5. Land was taken away from countries that had helped Napoleon and given to countries that had opposed him.
6. They suddenly found themselves governed by a foreign government.
7. the use of force and secret police to suppress liberalism

Practice (p. 531)

1. German States
2. Austria
3. France
4. Great Britain
5. Russia
6. Spain or France
7. Russia, Prussia, Austria, and Great Britain
8. Great Britain
9. Austria and the German states
10. Italy

Practice (p. 532)

1. D
2. A
3. G
4. I
5. H
6. B
7. J
8. F
9. E
10. C

Practice (p. 533)

Answers will vary.

Practice (pp. 535-536)

1. confederation
2. balance of power
3. nationalism
4. quadruple
5. diplomacy
6. liberalism
7. reactionaries
8. rebel
9. compromise
10. liberal
11. unification
12. suppress
13. stabilize

Unit Assessment (pp. 205-207TG)

1. b
2. a
3. c
4. b
5. c
6. a
7. c
8. a
9. b
10. c
11. a
12. a
13. c
14. b
15. b
16. c
17. b
18. a
19. b
20. c

Unit 19: Great Britain—The Victorian Era (1837-1901)

This unit emphasizes the social, political, and economic changes that came about in Great Britain during the Victorian Age.

Unit Focus

- important democratic reforms made in Great Britain during the Victorian Age
- extent of the British Empire in the world

Suggestions for Enrichment

1. Have students make a bulletin board display on the Victorian Age which includes topics such as clothes, furniture architecture, morals, and literature.

2. Have students identify the changes that occurred during the Victorian Age. Have them complete the chart below.

Great Britain: The Victorian Era		
Economic Reforms	**Social Reforms**	**Political Reforms**

3. Have students research the population and size of England and compare with those of the United States.

4. Give students a world map and ask them to label England and its major land and water forms, bordering water bodies, its capital, major cities, and neighbor countries. Have students label the United States and determine the distance between the countries.

5. Have students research and write about a famous person from Great Britain (e.g., Geoffery Chaucer, Frances Drake, Walter Raleigh, William Shakespeare, Inigo James, Christopher Wren, Isaac Newton, Thomas Chippendale, Jane Austen, Horatio Nelsen, Elizabeth Barrett Browning, Emily Brontë, Charles Dickens, Florence Nightingale). Have students include a summary of the person's life and famous contributions.

6. Invite a guest speaker who has lived in England to talk about the culture and customs, and share a few British jokes or stories.

7. Show the class a travel video on England.

8. Have students read and share British folktales, myths, legends, or literature.

9. Have students listen to classical and popular British music.

10. Have students research pastimes of the Victorian Era and modern sports in England.

11. Divide the class into groups and assign regions in England to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the pound, abbreviated £). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

12. Have students develop a British cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

13. Invite an art historian to give a talk on the architecture and art of England.

14. Have students research architectural structures in England (e.g., Buckingham Palace, House of Parliament, Tower of London, Windsor Castle, Stonehenge, Canterbury Cathedral, Westminster Abbey, Salisbury Cathedral, St. Paul's Cathedral).

15. Have students research British artists (e.g., William Hogarth, Thomas Gainsborough, William Blake, John Constable, J. W. Turner).

16. Have students write a first-person story about daily life in England during the Victorian Era.

17. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

__________ 1. The Victorian Era was characterized by peace in England, social and political reform, and expansion abroad.

__________ 2. The British people revolted because the government refused to listen to the citizens.

__________ 3. The Crimean War was fought in France.

__________ 4. Many British soldiers died during the Crimean War because they were not prepared to fight.

__________ 5. As a result of the Crimean War, Russia agreed not to become involved in Spanish affairs.

__________ 6. Florence Nightingale was the nurse who saved the lives of wounded British soldiers during the Boer War.

__________ 7. Britain's prosperous economy was due to the large size of its empire.

__________ 8. The working class in Great Britain received high wages.

__________ 9. During the 1860s, political power shifted from the monarchs to the House of Commons.

__________ 10. It was important to be respectable in the Victorian Era.

__________ 11. British author Charles Dickens wrote about social values during the Victorian Era.

Use the list below to complete the following statements.

colonies
expectancy
imperial
industrialist
market
optimistic
public health
reforms
Russia

12. In the Crimean War, Britain joined France and Turkey to fight against ____________________ .

13. During the Victorian Era, Great Britain became the greatest ____________________ power in the world.

14. The working class had a shorter life ____________________ compared to that of industrialists and landowners.

15. Britain could get cheap raw materials from its ____________________ .

16. The colonies provided a ready ____________________ for finished products.

17. Social ____________________ benefited the masses in Britain.

18. One important reform was a ____________________ bill.

19. An owner or manager of a factory can be called an ____________________ .

20. Toward the end of the Victorian Era, the British people were ____________________ about their future.

Keys

Practice (pp. 548-552)

- II. Political reforms
  - A. Power shifted to the House of Commons
  - B. The British middle class gained political power
  - C. Second Reform Bill of 1867
- III. Foreign affairs
  - A. The Crimean War, 1854–1856
    - 1. Fought in what is now known as the Ukraine
    - 2. Britain joined France and Turkey to fight against Russia
    - 3. British soldiers were not prepared to fight
    - 4. Disease and infection also took their toll on French and British troops
    - 5. Florence Nightingale reduced the death rate by enforcing sanitary regulations and high professional standards in caring for the sick
    - 6. Russia agreed to peace when Austria threatened to enter the war
    - 7. Result: Russia agreed to withdraw all claims to Balkan territory
  - B. The Boer War, 1899-1902
    - 1. Fought between the Boers and the British
    - 2. Boers established two independent republics
      - a. Transvaal
      - b. Orange Free State
    - 3. War broke out when diamond and gold deposits were discovered in the Boer republics
    - 4. The British defeated the Boers, annexed the territories of Orange Free State and Transvaal, and made them British colonies
  - C. Great Britain—the greatest Imperial Power
    - 1. Expansion of the British Empire
      - a. Asia
      - b. Africa
      - c. Other colonies—Canada, Australia, and New Zealand
    - 2. Results of Imperial Power
      - a. Controlled world trade
      - b. Obtained cheap raw materials
      - c. Prosperous economy
- IV. Growth of Industry: the rise of the working class and middle class
  - A. Classes of people
    - 1. Lower on the social and economic ladder was the working class
      - a. Hours
      - b. Conditions
      - c. Wages
      - d. Shorter life expectancy
    - 2. Smaller middle class included industrialists, who ran factories, bankers, lawyers, doctors, and other professionals
  - B. Working class
    - 1. Gained representation in Parliament
    - 2. Lifestyle slowly improved
- V. Social reforms
  - A. Moral conduct and values important
  - B. Common theme in books of Victorian Era
  - C. Changes included
    - 1. Public health bill
    - 2. Improved housing
    - 3. Land reform
    - 4. State-run education
    - 5. Trade unions recognized
    - 6. Protecting rights of workers
    - 7. Limiting child labor

Keys

Practice (p. 554)

1. D
2. F
3. J
4. G
5. A
6. E
7. H
8. I
9. B
10. C
11. K

Unit Assessment (pp. 215-216TG)

1. True
2. False
3. False
4. True
5. False
6. False
7. True
8. False
9. True
10. True
11. True
12. Russia
13. imperial
14. expectancy
15. colonies
16. market
17. reforms
18. public health
19. industrialist
20. optimistic

Unit 20: France (1815-1900s)

This unit emphasizes the political and social events that occurred in France in the 19th century.

Unit Focus

- reasons for the French revolutions of 1848
- how Louis Napoleon became emperor
- how the Dreyfus Affair affected the government of France

Suggestions for Enrichment

1. Have students make a chart organizing the succession of French governments presented in this unit and compare them.

The French Revolutions of the 19th Century

French Ruler(s)	Form of Government	Causes(s) of Downfall

2. Have students present a drama about Alfred Dreyfus, a Jewish army officer wrongly accused of selling military secrets to the Germans. Involve the entire class in the preparation of a "You Are There" program about the Dreyfus Affair. Have students use the Internet and other resources to research the Dreyfus Affair to find out how it became a national issue that divided France.

3. Have students explore issues such as the following: anti-Semitism, military honor, security measures taken by France against the German threat, and the reputation of the Third Republic. Have students write a paragraph describing each issue and telling what impact each had on France.

4. Show the classic black-and-white version of the movie *Les Miserables* based on the novel by Victor Hugo. The movie depicts the life of Jean Valjean, a victim of social injustice, and includes many scenes that give a look at post-Napoleonic France during the early years of the 19th century.

5. Have students research the population and size of France and compare with those of the United States.

6. Give students a world map and ask them to label France and its major land and water forms, bordering (or closest) water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

7. Ask students to select one of the following topics to research.

    - everyday life in France during the 19th century (e.g., professions; government; family living: family, food, education, clothing, entertainment)

    - everyday life in modern France (e.g., rural life compared with city life; government; economy: types of jobs; lifestyles: family, education, health, housing, holidays).

8. Have students research and write about a famous person or group of people during this time period. Have students include a summary of the person's life or group's history and famous contributions.

9. Invite a guest speaker who has lived in France to talk about French culture and customs and share a few conversational words or phrases.

10. Show the class a travel video on France.

11. Have students read and share French stories and folktales.

12. Have students listen to French music.

13. Have students research French inventions, pastimes, and sports.

14. Divide the class into groups and assign regions in France to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the franc). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

15. Have students develop a French cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

16. Have students write a first-person story about daily life in France during the 19th century.

17. Have students research Impressionism and answer the following: Who were the Impressionists? What are the characteristics of impressionistic art? What were the Impressionists' innovations in terms of painting style and subject matter? What sort of reception did their work receive? How did they help each other exhibit their work when they found it was not accepted? Ask students to choose an Impressionist (e.g., Edouard Manet, Claude Oscar Monet, Edgar Degas, Berthe Morisot, Camille Jacob Pissarro, Pierre Auguste Renoir, Alfred Sisley) to research and write a brief biography. Ask students to look at paintings by the artist and choose one painting to write a two- or three-paragraph explanation of the subject matter and how the painting shows the characteristics of Impressionism. Have students read comments made by critics of the day and take on the role of the artist to write a response to the critic explaining what Impressionism is and what the painting means. Have students compare various Impressionists in their styles, use of color, and subject matter.

18. Have students research major artistic movements stemming from Impressionism and choose one to research (e.g., Post-Impressionism, Fauvism, Cubism). Ask students to find five paintings from one of the movements and write a report discussing the artists, their works, the major principles of movement, and how it departs from Impressionism.

19. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Circle the letter of the correct answer.

1. Royalists wanted to return France to __________ .
    a. a Communist state
    b. a republic
    c. an absolute monarchy

2. Liberals wanted to limit the power of the monarch and give people __________ .
    a. more control over their own lives
    b. higher taxes
    c. less representation in government

3. The president of the Second French Republic was __________ .
    a. Louis Philippe
    b. Louis Napoleon
    c. Louis XVIII

4. The Second French Republic was overthrown because __________ .
    a. Louis Napoleon wanted more power
    b. Louis Philippe wanted to be emperor
    c. Louis Napoleon wanted less control over the people

5. The Second French Republic was replaced by the __________ .
    a. First Empire
    b. Second Empire
    c. Third French Republic

6. Emperor Napoleon III ruled with the support of __________ .
    a. the king
    b. the peasants
    c. the army

7. Emperor Napoleon III helped the economy by __________ .
    a. encouraging banks to make loans at low interest rates
    b. raising taxes
    c. passing new labor laws

8. Emperor Napoleon III wanted to __________ .
    a. conquer Spain
    b. return France as a great world power
    c. help Russia conquer Turkey

9. The French people thought the Crimean War had been successful because __________ .
    a. no French soldiers were killed
    b. the government controlled the way it was reported in the newspapers
    c. Russia won the war

10. The major crisis which ended the Second Empire was __________ .
    a. the American Revolution
    b. the Franco-Prussian War
    c. Waterloo

11. The Second Empire was replaced by __________ .
    a. the Third Republic
    b. the Second Empire
    c. King Louis XVIII

12. The government of the Third Republic included __________ .
    a. a president, a two-house legislature, and a prime minister
    b. a king, a prime minister, and a legislature
    c. a president, a prime minister, and an emperor

13. The __________ of the Third Republic was elected by the people for a seven-year term, but he really had very little power.
    a. prime minister
    b. president
    c. king

14. The power under the Third Republic rested in the __________ .
    a. Senate
    b. prime minister
    c. Chamber of Deputies

15. A major problem of the Third Republic was ________ .
    a. widespread corruption among government and army officials
    b. too many political parties
    c. both of the above

16. Alfred Dreyfus was falsely convicted of spying because ________ .
    a. he was Jewish and government and church officials lied
    b. he was a relative of the French writer Zola
    c. both of the above

17. Anti-Semites are people who ________ .
    a. hate French people
    b. hate the Church
    c. hate Jewish people

18. An effect of the Dreyfus Affair was that ________ .
    a. it led to the separation of church and state in France
    b. it caused a major war
    c. Dreyfus remained in exile

Keys

Practice (pp. 563-565)

1. Two political groups with different ideas about how the government should be run were fighting for control.
2. Both groups wanted a strong France.
3. He favored the wealthy upper-middle class at the expense of the lower class.
4. 1848; three years
5. Louis Napoleon
6. He wanted more power.
7. the Second Empire
8. newspapers were placed under strict government control; labor unions and political parties were outlawed; candidates for office needed to be approved by the government; freedom of speech was abolished
9. encouraged banks to loan money at low interest rates to middle class to start businesses; working class earned better wages
10. make France as great a power in world politics as it had been under his uncle, Napoleon
11. the Crimean War
12. France, Great Britain, and Turkey
13. It was the first war which was covered by newspapermen who were at the scene of the battles.

Practice (pp. 570-572)

1. He continued his ban on many rights and to fight costly wars, and he formed a secret police to spy on groups
2. the Franco-Prussian War
3. to unite the French people and save the government; achieve nationalistic goals
4. to unify Prussia and the German Confederation into one country
5. France lost two provinces rich in minerals along with its pride.
6. Answers may include the following: too many political parties; widespread corruption; Royalists wanted to bring back the monarchy.
7. a Jewish army officer; spying
8. many high-ranking members of the French government, army, and the Church
9. because he was Jewish
10. a person who hates Jews
11. Emile Zola
12. Answers may include the following: it showed the amount of anti-Semitism in France and throughout Europe; it strengthened the Third Republic by making French people aware of the dangers of the Royalists; it led to the separation of Church and state.

Practice (p. 574)

1. candidate
2. criticism
3. interest
4. strait
5. province
6. majority
7. corruption
8. anti-Semites
9. pride
10. coalition

Unit Assessment (pp. 223-225TG)

1. c.
2. a
3. b
4. a
5. b
6. c
7. a
8. b

Keys

9. b
10. b
11. a
12. a
13. b
14. c
15. c
16. a
17. c
18. a

Unit 21: Nationalism (1800s)

This unit emphasizes how the unification of Italy and Germany changed the balance of power in Europe and created many hostile relationships which led to World War I.

Unit Focus

- leaders of the Italian unification movement
- unification of Italy and Germany
- strengths and weaknesses of the Dual Monarchy
- decline of the Ottoman Empire in the Balkans

Suggestions for Enrichment

1. Have students research Guiseppe Mazzini, Camillo di Cavour, Guiseppe Garibaldi, and Victor Emmanuel II and their roles in the Italian unification movement.
2. Have students make a political cartoon storyboard that explains why the Ottoman Empire was given the nickname of "sick man of Europe" by the major powers of the world. Ask students to focus on governmental and nationalistic causes of the fall of the empire.
3. Have students research the population and size of Germany principalities and compare with those of the United States.
4. Give students a world map and ask them to label Germany and its major land and water forms, bordering (or closest) water bodies, its capital, major cities, and neighboring countries. Have students label the United States and determine the distance between the countries.

5. Ask students to select one of the following topics to research.

    - everyday life in Germany during the 19th century (e.g., professions; government; family living: food, education, clothing, entertainment)

    - everyday life in modern Germany (e.g., government; economy: types of jobs; lifestyles: family, education, health, housing, holidays)

6. Have students research and write about a famous person or group of people during this time period. Have students include a summary of the person's life or group's history and famous contributions.

7. Invite a guest speaker who has lived in Germany to talk about German culture and customs and share a few conversational words or phrases.

8. Show the class a travel video on Germany.

9. Have students read and share German stories and folktales.

10. Have students listen to German music.

11. Have students research inventions, pastimes, and sports.

12. Divide the class into groups and assign regions in Germany to each group to research and plan a seven-day trip. Have them describe each day's location, places to visit, and special cultural events to attend. Have students estimate one day's cost for hotel, dining, and activities for a group of four in that country's monetary unit (the mark). Then have them convert this amount to United States dollars. Currency rates change daily, so have students check a current source.

13. Have students develop a German cookbook. Divide class into groups and assign each group to collect recipes for one of the following: soups, breads, vegetables, seafood, meats, and desserts. Duplicate recipes and have students organize the cookbook. Have students prepare selected items for the class to taste.

14. Have students write a first-person story about daily life in 19th-century Germany.

15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

Unit Assessment

Use the list below to write the correct term for each definition on the line provided. One or more terms will be used more than once.

Austria-Hungary Empire
Germany
Italy
Ottoman Empire

____________________ 1. led by the Emperor Francis Joseph

____________________ 2. Europe's *sick man*

____________________ 3. united by Chancellor Bismarck

____________________ 4. fought a war with France in 1870

____________________ 5. before unification, a loose confederation of states

____________________ 6. before unification, a group of independent small kingdoms

____________________ 7. unification in Germany and in this country led to a change in the balance of power in Europe

____________________ 8. a Dual Monarchy

____________________ 9. Cavour and Garibaldi were the leaders of its unification movement

____________________ 10. Greece and Serbia were once part of it

Answer the following using short answers.

11. What is nationalism? ______________________________

____

12. What is extreme nationalism? ______________________________

____

____

13. How did Bismarck unite the northern and southern German states?

____

____

14. What changes in Italy and Germany, and the Ottoman and Austria-Hungary Empires led to a change in Europe's balance of power? ______________________________

____

____

____

____

15. What countries tried to gain influence in the Balkan regions of the Ottoman Empire? ______________________________

____

____

Write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.*

________ 16. To achieve unification, Italy fought a war with France.

________ 17. The Russian invasion of the Ottoman Empire caused it to fall apart.

________ 18. The leader of the German unification movement was Otto von Bismarck.

________ 19. Serbia, Montenegro, and Greece were once part of the Ottoman Empire.

________ 20. The Austria-Hungary Empire became a Dual Monarchy under the leadership of Emperor Francis Joseph.

Keys

Practice (p. 581)

1. a feeling of strong loyalty and devotion to one's country and culture; strong support for the survival, success, and self-rule of one's country and culture
2. the struggle to unify nation-states into a single nation with a central government; the struggle to break free of foreign rule and gain self-rule
3. desire to spread the culture of one's own country to other parts of the world

Practice (p. 585)

1. kingdoms
2. Risorgimento
3. Carbonari; Young Italy
4. Sardinia
5. Cavour; Garibaldi
6. Vatican

Practice (pp. 589-591)

I. The unification of Italy
   A. The rise of Italian nationalism
      1. Italian kingdoms were ruled by powerful families, Austria, and the Catholic Church
      2. Many Italians wanted a Risorgimento, or revival of the glory Italy had known during ancient Rome and the Renaissance
      3. Patriotic societies formed to spread nationalistic ideas among the people
      4. The Carbonari started rebellions to overthrow foreign rulers
      5. Camillo di Cavour led the struggle to achieve Italian unity
   B. Northern Italy led the unification movement
      1. Cavour began the process of unification in the kingdom of Sardinia
      2. Cavour formed an alliance with France
      3. Cavour provoked Austria into declaring war against Sardinia
      4. Sardinia defeated Austria and gained control of Lombardy
      5. By 1860 almost all of northern Italy was united
   C. Italy became a nation-state
      1. Garibaldi and his Red Shirts freed Sicily and Naples
      2. By 1861, Italy became a united kingdom under Victor Emmanuel II
      3. Italy defeated Austria in the Seven Weeks' War in 1866
      4. Italy gained Venetia; Rome and the papal states were taken from France and the pope in 1870

II. The unification of Germany
   A. Bismarck led the unification movement
      1. Otto von Bismarck was the most powerful person in Prussia
      2. Bismarck became chancellor of Prussia in 1862
      3. He used a policy of *blood and iron*, or military force, to unite Germany
      4. He made Prussia the leading German state

Keys

B. Steps towards unification in Germany
  1. Austria was against a united Germany
  2. The Zollverein helped German states trade freely with one another
  3. Prussia defeated Austria in a war and gained control over the northern German states

C. Franco-Prussian War
  1. 1870—France and Germany went to war
  2. France was defeated
  3. Southern German states joined the German northern states
  4. William I, king of Prussia, was named emperor of Germany

Practice (p. 593)

1. Otto von Bismarck
2. Austria
3. Religion: northern Germans were Lutheran; southern Germans were Catholic
4. a war with France
5. France

Practice (pp. 596-597)

1. The Dual Monarchy refers to the division of the Austrian Empire into the Austria-Hungary Empire, each with its own government. However, there would be one emperor who would be responsible for the army, foreign matters, and the economy.
2. Francis Joseph
3. Nationalism led to rebellions that Austria-Hungary could not control.
4. Europe's sick man; it was slowly decaying
5. World War I

Practice (p. 599)

1. nationalism
2. occupied
3. decay
4. process
5. rebellion
6. dual
7. annexed
8. desire
9. subject people

Unit Assessment (pp. 233-235TG)

1. Austria-Hungary Empire
2. Ottoman Empire
3. Germany
4. Germany
5. Germany
6. Italy
7. Italy
8. Austria-Hungary Empire
9. Italy
10. Ottoman Empire
11. loyalty and devotion to one's country and culture
12. belief that one's culture is better than any other and should be spread to other nations
13. war with France
14. unification of Italy and Germany and the decay of the Ottoman and Austria-Hungary Empires
15. Great Britain, France, Russia, and Germany
16. False
17. False
18. True
19. True
20. True

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an "expert" on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading "What We Know" all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, "What We Want to Know." As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

"What I Think"
"What I Learned"
"How My Thinking Has Changed"

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

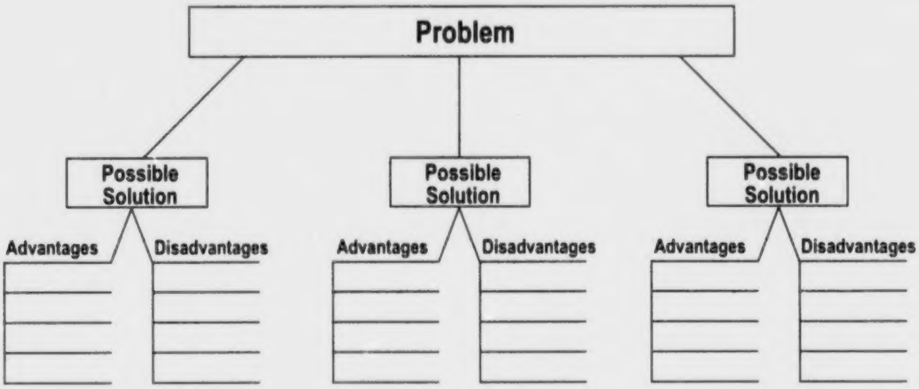
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

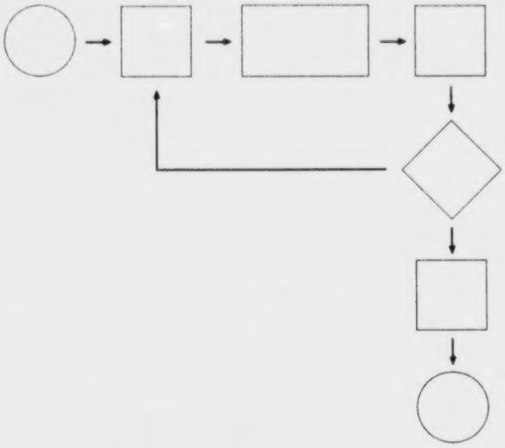
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.


Problem
Possible Solution
Possible Solution
Possible Solution
Advantages
Disadvantages
Advantages
Disadvantages
Advantages
Disadvantages

Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



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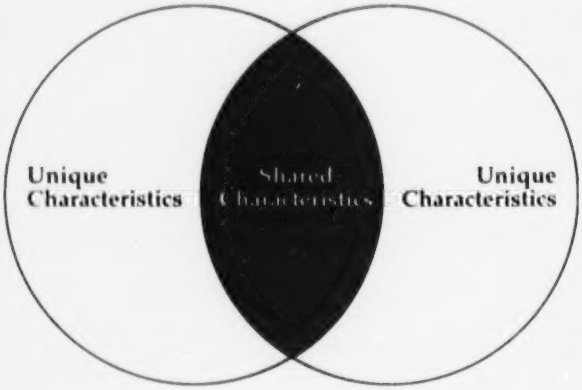
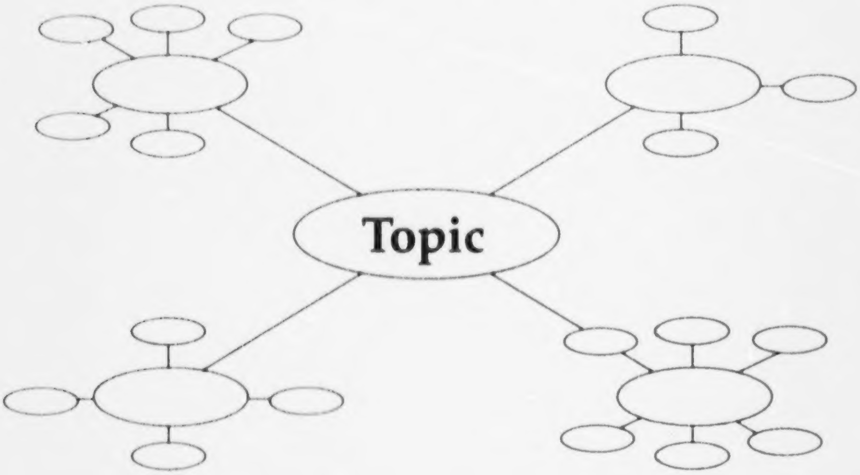
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.


Unique Characteristics
Shared Characteristics
Unique Characteristics

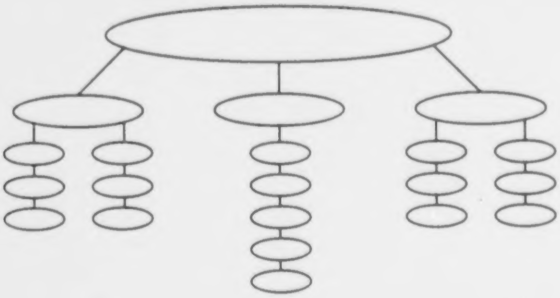
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students' learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products.

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Performances

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Media Presentations

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to their lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of World History.

Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18th-century America) and report their findings in a presentation. (SS.A.1.4.1.a)
2. Have students analyzes the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)
3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)
4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
6. After analyzing geographical factors and the characteristics of hunter-gatherer societies, have students describe how technological and social advancements gave rise to stable communities. (SS.A.2.4.1.a)

7. Have small groups of students present a comparison of patterns of the social, political, and economic systems of early civilizations in Mesopotamia, Egypt, and the Indus Valley; the development of language and writing; and the development of religious tradition. (SS.A.2.4.2.a)

8. Have students choose a social class in early Egyptian society (e.g., peasants, priests, nobles, or pharaohs) and write a research paper in which they define the role of that class in society, the obstacles faced in society, and the accomplishments of that class. Have students present an oral presentation in which they assume the role of a member of that class and field questions from other students. (SS.A.2.4.2.b)

9. Have students write a research paper with a visual display about the way in which Chinese, Sumerian, Egyptian, and Greek societies saw themselves in relation to their gods. (SS.A.2.4.3.a)

10. Have small groups of students select one of the topics below from Athens' classical period to research and have them present written and oral reports with visual aids and supporting quantitative data. (SS.A.2.4.4.a)

    - Greek mythology
    - significance of citizenship
    - contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architectures, scientists, and mathematicians

11. Have students analyze and discuss the spread of Hellenistic culture by Alexander the Great. (SS.A.2.4.4.b)

12. Have students take one side in a discussion on whether the method for granting Roman citizenship was a key to the Roman military domination of the Mediterranean basin and Western Europe or ultimately contributed to Rome's downfall. (SS.A.2.4.5.a)

13. Have students present an analysis of the impact of Pax Romana on Roman economic, social, and political systems and how it affected the origins, traditions, customs, beliefs, and spread of Christianity and Judaism. (SS.A.2.4.5.b)

14. Have small groups of students select, analyze, and present a written and oral report to the class on Roman contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law. (SS.A.2.4.5.c)

15. Have students evaluate and discuss the reasons for the decline and fall of the Roman Empire. (SS.A.2.4.5.d)

16. Have students describe the origins, traditions, customs, beliefs and spread of Islam and analyze the theological differences between Islam and Christianity. (SS.A.2.4.6.a)

17. Have students present an analysis of the structure of feudal society and its effects on economic, social, and political systems of the Middle Ages. (SS.A.2.4.7.a)

18. Have students describe the Age of Charlemagne, the revival of the idea of the Roman Empire, and the spread and influence of Christianity throughout Europe. (SS.A.2.4.7.b)

19. Have students describe China and the Tang Dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Daoism; and the construction of the Great Wall. (SS.A.2.4.8.a)

20. Have students describe Japan and the development and significance of Shinto and Buddhist religious traditions and the influence of Chinese culture. (SS.A.2.4.8.b)

21. Have students describe the kingdoms of Kush and Ghana. (SS.A.2.4.8.c)

22. Have students describe the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest of India by the Muslim Turks. (SS.A.2.4.9.a)

23. Have small groups of students research a particular Mesoamerican calendar. Next, have the group present its findings to the class. After all the groups have given their presentations, have the class discuss the significance of the variations among the calendars. (SS.A.2.4.10.a)

24. Have small groups of students create a report that analyzes the trade routes that emerged under Mongol domination. The report should include maps of the trade routes, explain what goods were traded along the various routes, describe the logistics of trading along these routes, and discuss the impact these trade routes had on Eurasian peoples. (SS.A.2.4.11.a)

25. Have students select an Italian item of trade during the Renaissance (such as olive oil) to discuss the following questions: What impact could the rise of Italian city-states have on its trade? Would this market have any interest for the Medicis? How would Machiavelli's *The Prince* calculate the Medici's interest and his own in this trade item? (SS.A.3.4.1.a)

26. Have students select a significant technological, scientific, or artistic work from the Renaissance (e.g., a work from Da Vinci, Shakespeare, or Machiavelli) and discuss the contrast between its role and value in its own time with the present day or discuss how the work might have been perceived in the Medieval period. (SS.A.3.4.1.b)

27. Have students understand and describe the theological, political, or economic differences that emerged during the Reformation, including the views and actions of such persons as Martin Luther, John Calvin, and Henry VIII. (SS.A.3.4.2.a)

28. Have students analyze and discuss conflicts, including the Edict of Nantes; the evolution of laws that reflect religious beliefs, cultural values, and traditions; and the beginnings of religious toleration. (SS.A.3.4.2.b)

29. Have students assume the viewpoint of Portuguese royalty in the mid-16th century to weigh the political and social risks of expanded exploration against the promise of economic gain and converting the New World to Christianity. Then, have students present an oral case for or against the adventure. (SS.A.3.4.3.a)

30. Have students explore the impact of trade on the motivations of explorers, on migration and settlement patterns in the New World, on the rise of mercantilism, and on the expansion of slavery. Have students analyze the perspectives of the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European expansion and of those groups who were involuntarily

involved in trade (e.g., explorers, merchants, and slaves), and discuss the advantages and disadvantages of trade for each group. (SS.A.3.4.3.b)

31. Have students compare 19th-century Buddhism with 19th-century Christianity, Hinduism, Islam, or Judaism on a common issue such as on the proper relationship of the individual to the state. (SS.A.3.4.4.a)

32. Have students select one of the theorists who emerged during the Scientific Revolution, such as Isaac Newton, Johannes Kepler, Copernicus, or Galileo and prepare an oral presentation in which they discuss the problems the theorist faced socially, politically, and culturally. How were the theorist's ideas received? How did he change or not change the way people viewed the world? How did he influence today's society? (SS.A.3.4.5.a)

33. Have students prepare a plan for a museum exhibit featuring a significant leader or event since the Renaissance (leaders such as Louis XIV, Peter the Great, or Frederick the Great; events such as the Glorious Revolution or the French Revolution). Have students construct a well-rounded exhibit by including the opinions and accounts of a variety of different people who knew the leader or who were involved in the event (such as the peasants, sans culottes, urban laborers, clergy, and nobility in the French Revolution). Then have the students describe how the exhibit presents these perspectives for the museum visitor. (SS.A.3.4.6.a)

34. Have small groups of students select for study Hobbes, Locke, Montesquieu, or Rousseau to discuss which of that philosopher's most significant ideas are reflected in a major social and political document of the 18th century (such as the Declaration of Independence, the United States Constitution, or the Declaration of the Rights of Man and the Citizen). (SS.A.3.4.6.b)

35. Have small groups of students discuss the political development of Europe in the 19th century. Have students choose events that they believe contributed to this development (such as the Congress of Vienna, expansion of democracy in Europe, effects of urbanization, revolutions of 1848, unification of Germany and the role of Bismarck, and the unification of Italy and the role of Garibaldi). Then have students present an oral report in which they discuss how these events compare to the events in Europe today. (SS.A.3.4.7.a)

36. Have small groups of students select one of the topics listed below concerning its effect during the Industrial Revolution to discuss in an oral presentation. (SS.A.3.4.8.a)

    - the rise of industrial economies and the link to imperialism and colonialism
    - the scientific and technological changes
    - the emergence of economic systems of capitalism and free enterprise
    - the utopianism, socialism, and communism
    - the status of women and children
    - the evolution of work and labor, including the slave trade and the union movement

37. Have students choose one of the events listed below as a topic for a research paper. (SS.A.3.4.9.a)

    - the causes and effects of World War I and World War II
    - the Russian Revolution
    - the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, German, Italy, and Japan
    - political, social, and economic impact of worldwide depression in the 1930s
    - the Nazi Holocaust and other genocides

38. Have students select a major political, military, or economic event that has occurred since the 1950s (such as the development of atomic power, the rise of Germany and Japan as economic powers, revolutionary movements, or the independence of various African and Asian countries) and research its impact on international relations. (SS.A.3.4.10.a)

People, Places, and Environments

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)

2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)

3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)

4. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)

5. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)

6. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)

7. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)

8. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)

9. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables, where appropriate. (SS.B.2.4.2.a)

10. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)

11. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)

12. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)

13. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)

14. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)

15. Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

Government and the Citizen

Have students select examples of constitutional democracies and totalitarian regimes and discuss in small groups their similarities and differences. (SS.C.1.4.1.a)

Production, Distribution, and Consumption

Have small groups of students identify three items that are not typically produced in the United States (e.g., bananas, wool, and coffee), even though they could be produced here. Have each group develop and defend an explanation for why the United States should continue to import or begin to produce the items here, using economic terms and concepts (e.g., opportunity costs, relative prices, and absolute advantage). (SS.D.2.4.6.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.
Assign a peer tutor to review information or explain again.
Build rapport with student; schedule regular times to talk.
Reduce classroom distractions.
Increase distance between desks.
Allow student to take frequent breaks for relaxation and small talk, if needed.
Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
Remember that student may need to leave class to attend the ESE support lab.
Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.
Allow student additional time to complete tasks and take tests.
Help student organize notebook or folder.
Help student set timelines for completion of long assignments.
Help student set time limits for assignment completion.
Ask questions that will help student focus on important information.
Highlight the main concepts in the book.
Ask student to repeat directions given.
Ask parents to structure study time. Give parents information about long-term assignments.
Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
Allow student to have an extra set of books at home and in the ESE classroom.
Additional accommodations may be needed.

Motivational Strategies

Encourage student to ask for assistance when needed.
Be aware of possibly frustrating situations.
Reinforce appropriate participation in your class.
Use nonverbal communication to reinforce appropriate behavior.
Ignore nondisruptive inappropriate behavior as much as possible.
Allow physical movement (distributing materials, running errands, etc.).
Develop and maintain a regular school-to-home communication system.
Encourage development and sharing of special interests.
Capitalize on student's strengths.
Provide opportunities for success in a supportive atmosphere.
Assign student to leadership roles in class or assignments.
Assign student a peer tutor or support person.
Assign student an adult volunteer or mentor.
Additional accommodations may be needed.

Presentation Strategies

Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
Communicate orally and visually, and repeat as needed.
Provide copies of teacher's notes or student's notes (preferably before class starts).
Accept concrete answers; provide abstractions that student can handle.
Stress auditory, visual, and kinesthetic modes of presentation.
Recap or summarize the main points of the lecture.
Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
Stand near the student when presenting information.
Cue student regularly by asking questions, giving time to think, then calling student's name.
Minimize requiring the student to read aloud in class.
Use memory devices (mnemonic aids) to help student remember facts and concepts.
Allow student to tape the class.
Additional accommodations may be needed.

Curriculum Strategies

Help provide supplementary materials that student can read.
Provide *Parallel Alternative Strategies for Students* (*PASS*) materials.
Provide partial outlines of chapters, study guides, and testing outlines.
Provide opportunities for extra drill before tests.
Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
Provide alternative assignments that do not always require writing.
Supply student with samples of work expected.
Emphasize high-quality work (which involves proofreading and rewriting), not speed.
Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
Encourage the use of graph paper to align numbers.
Specifically acknowledge correct responses on written and verbal class work.
Allow student to have sample or practice test.
Provide all possible test items to study and then student or teacher selects specific test items.
Provide extra assignment and test time.
Accept some homework papers dictated by the student and recorded by someone else.
Modify length of outside reading.
Provide study skills training and learning strategies.
Offer extra study time with student on specific days and times.
Allow study buddies to check spelling.
Allow use of technology to correct spelling.
Allow access to computers for in-class writing assignments.
Allow student to have someone edit papers.
Allow student to use fact sheets, tables, or charts.
Tell student in advance what questions will be asked.
Color code steps in a problem.
Provide list of steps that will help organize information and facilitate recall.
Assist in accessing taped texts.
Reduce the reading level of assignments.
Provide opportunity for student to repeat assignment directions and due dates.
Additional accommodations may be needed.

Testing Strategies

Allow extended time for tests in the classroom and/or in the ESE support lab.

Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).

Allow open book and open note tests in the classroom and/or ESE support lab.

Allow student to take tests in the ESE support lab for help with reading and directions.

Allow student to take tests in the ESE support lab with time provided to study.

Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.

Allow student to take tests orally in the ESE support lab.

Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.

Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).

Provide enlarged copies of the answer sheets.

Allow copy of tests to be written upon and later have someone transcribe the answers.

Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.

Allow use of technology to check spelling.

Provide alternate test formats for spelling and vocabulary tests.

Highlight operation signs, directions, etc.

Allow students to tape-record answers to essay questions.

Use more objective items (fewer essay responses).

Give frequent short quizzes, not long exams.

Additional accommodations may be needed.

Evaluation Criteria Strategies

Student is on an individualized grading system.

Student is on a pass or fail system.

Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).

Student will have flexible time limits to extend completion of assignments or testing into next period.

Additional accommodations may be needed.

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

Standards

1. **Demonstrate understanding of the influence of physical and cultural geography on the development of civilizations and nation-states.**

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.1	Understand the early physical and cultural development of humans.	1	
SS.A.2.4.2	Understand the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley.	2, 3, 4	
SS.A.2.4.3	Understand the emergence of civilization in China, Southwest Asia, and the Mediterranean basin.	2, 3, 4, 5, 6, 7, 8, 9	
SS.B.2.4.1	Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	2-21 World History-Part 2	
SS.B.2.4.2	Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	2-21 World History-Part 2	
SS.B.2.4.3	Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	2-21 World History-Part 2	
SS.B.2.4.4	Understand the global impacts of human changes in the physical environment.	2-21 World History-Part 2	
SS.B.2.4.5	Know how humans overcome "limits to growth" imposed by physical systems.	2, 3, 4, 5, 6, 7, 8, 9, 10 World History-Part 2	
SS.B.2.4.6	Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	11, 19 World History-Part 2	
SS.B.2.4.7	Understand the concept of sustainable development.	2, 3, 4, 5, 6, 7, 8, 9, 10	

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Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions of civilizations and nation-states.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.4	Understand significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization.	**5**	
SS.A.2.4.6	Understand features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region.	**7, 8, 13 World History-Part 2**	
SS.A.2.4.7	Understand the development of the political, social, economic, and religious systems of European civilization during the Middle Ages.	**13**	
SS.A.3.4.5	Understand the significant scientific and social changes from the Age of Reason through the Age of Enlightenment.	**15**	
SS.A.3.4.6	Understand transformations in the political and social realms from the Age of Absolutism through the Glorious Revolution to the French Revolution.	**13, 14, 15, 16**	
SS.A.3.4.7	Understand significant political developments in Europe in the 19th century.	**16, 17, 18, 19, 20, 21 World History-Part 2**	
SS.A.3.4.8	Understand the effects of the Industrial Revolution.	**World History-Part 2**	
SS.A.3.4.9	Analyze major historical events of the first half of the 20th century.	**World History-Part 2**	
SS.A.3.4.10	Understand the political, military, and economic events since the 1950s that have had a significant impact on international relations.	**World History-Part 2**	
SS.C.1.4.1	Understand the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g., constitutional democracies) and unlimited governments (e.g., totalitarian regimes).	**2-21 World History-Part 2**	
SS.D.2.4.6	Understand factors that have led to increased international interdependence and basic concepts associated with trade between nations.	**19, 21 World History-Part 2**	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards

3. **Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including African Americans and the Holocaust.**

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.2.4.5	Understand the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization.	6	
SS.A.2.4.8	Understand cultural, religious, political, and technological developments of civilizations in Asia and Africa.	4, 9, 10	
SS.A.2.4.9	Understand significant social, cultural, and religious features of India, and India's conflict with the Muslim Turks.	9	
SS.A.2.4.10	Understand significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America.	10	
SS.A.2.4.11	Understand political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.	9	
SS.A.3.4.1	Understand the significant political and economic transformations and significant cultural and scientific events in Europe during the Renaissance.	11	
SS.A.3.4.2	Understand significant religious and societal issues from the Renaissance through the Reformation.	11	
SS.A.3.4.3	Understand the significant economic, political, and cultural interactions among the peoples of Africa, Europe, Asia, and the Americas during the Age of Discovery and the European Expansion.	9, 10, 12, 17	
SS.A.3.4.4	Know the significant ideas and texts of Buddhism, Christianity, Hinduism, Islam, and Judaism, their spheres of influence in the age of expansion, and their reforms in the 19th century.	7 World History-Part 2	

Correlation to Sunshine State Standards

Course Requirements for World History - Course Number 2109310

Standards

4. Demonstrate understanding of the processes used to create and interpret history.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.1	Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	2-21 World History-Part 2	
SS.A.1.4.4	Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-21 World History-Part 2	

Standards

5. Demonstrate understanding of the interactions among science, technology, and society within global historical contexts.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2	Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	11-19 World History-Part 2	
SS.B.1.4.4	Understand how cultural and technological characteristics can link or divide regions.	2-21 World History-Part 2	

Standards

6. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Benchmarks		Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.3	Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	11	
SS.B.1.4.1	Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	1-21 World History-Part 2	
SS.B.1.4.2	Understand the advantages and disadvantages of using maps from different sources and different points of view.	11	

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World History—Part 1

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Acknowledgments

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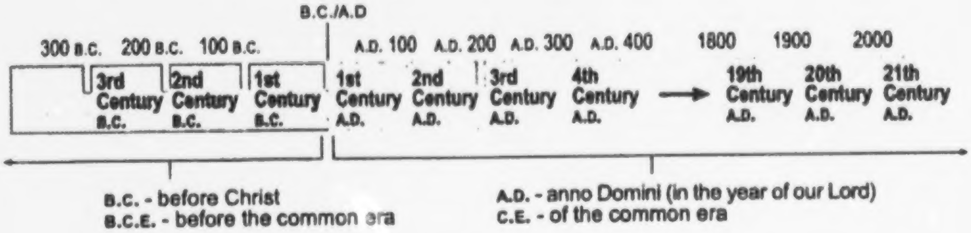
Unit 1: The Study of History, Geography, and Culture

Timeline of Christian or Common Era


B.C./A.D
300 B.C.
200 B.C.
100 B.C.
A.D. 100
A.D. 200
A.D. 300
A.D. 400
1800
1900
2000
3rd Century B.C.
2nd Century B.C.
1st Century B.C.
1st Century A.D.
2nd Century A.D.
3rd Century A.D.
4th Century A.D.
19th Century A.D.
20th Century A.D.
21th Century A.D.
B.C. - before Christ
B.C.E. - before the common era
A.D. - anno Domini (in the year of our Lord)
C.E. - of the common era

This unit emphasizes how the work of anthropologists, archaeologists, and geologists relates to the study of history. Different types of maps, map purposes, and the periods of history are also discussed. This unit also relates how the environment shapes cultures and how each geographic feature affects many aspects of a culture's lifestyle.

Unit Focus

- scientists who study history
- system used to number the passing of time
- geographic features that influence culture
- how environmental factors shape culture
- different types of maps and their purposes
- division of history into prehistory and recorded history
- three phases of history: ancient, medieval, and modern
- how the Age of Metal significantly changed the history of humans

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Vocabulary

Study the vocabulary words and definitions below.

A.D.	stands for anno Domini, which means in the year of our Lord; used to indicate a time division that falls within the Christian era; also known as C.E., of the common era
anthropologist	scientist who studies the way people live and how they interact with their neighbors
archaeologist	scientist who studies ancient peoples and their cultures by looking at artifacts, fossils, and remains
artifact	any object made and used by humans
B.C.	stands for before Christ; used to indicate a time division that falls before the Christian era; also known as B.C.E., before the common era
century	a period of time equal to 100 years
climate	the average weather conditions in a region over a period of years
community	people from an area who share common interests
continent	one of the seven largest bodies of land on Earth

culture	a way of living or behaving which includes beliefs, religion, and government
decade	a period of time equal to 10 years
domesticate	to adapt the behavior of an animal to the advantage of humans; to tame
fertile	rich; capable of producing abundantly
geography	the study of the physical characteristics of Earth
geologist	scientist who studies the history of Earth and its life as it is recorded in rocks
history	the study of the past to learn what, how, and why things happened
legend	an explanatory list of the symbols used on a map; also called a *key*
millennium	a period of time equal to 1,000 years
natural resources	materials we use that are taken from Earth such as water, minerals, soil
nomads	people who move from place to place in search of food and water
prehistoric	pertaining to a time before humans began to keep written records

region	a large geographical area on Earth which is unique or different from others
settlement	a place where people establish a new community
specialize	to have a specific skill or job

The Study of History, Geography, and Culture

History is the study of the past. Many different types of scientists study history. One type of scientist, the **archaeologist**, investigates past cultures and their activities in ancient cities. The archaeologist also studies **artifacts**—things people made and used in their daily lives—and fossils. These artifacts and fossils give us clues as to how people lived during a certain time.

Other scientists study history as well. The **geologist** studies the formation of Earth and how it has changed over millions of years. The **anthropologist** studies the way people lived and how they interacted with their neighbors, as well as their beliefs, religion, and government—these make up a people's **culture**.

Timelines in History

Timelines help people who are studying history understand when events took place and the order in which the events happened. Timelines represent a certain length of time. They are used to show important events and time periods.

Dates increase as they move away from "1." An event which took place in the year 300 B.C. happened 300 years *before* Christ was born. An event that took place in A.D. 1900 happened 1,900 years *after* Christ was born.

Other Terms for Division of Time

In addition to numbering individual years, people also group years into these divisions:

A **decade** is 10 years

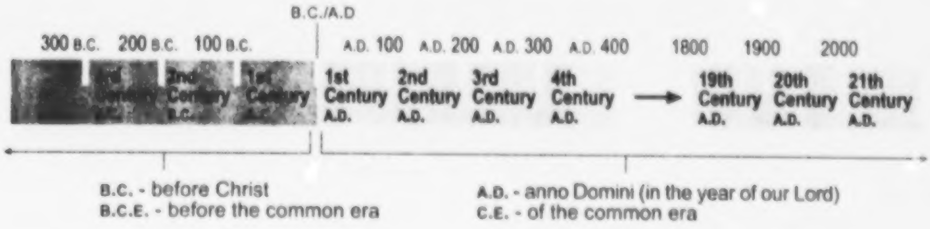
A **century** is 100 years

A **millennium** is 1,000 years

A.D. 1 to A.D. 100 was the first century. The years A.D. 101 to 200 were the second century. The period of time before the birth of Christ uses the same system. The years 100 B.C. to 1 B.C. are the first century B.C.

A.D. 1 TO A.D. 1000 was the first millennium. A.D. 1001 TO A.D. 2000 was the second millennium. The year A.D. 2001 begins the third millennium.

Timeline of Christian or Common Era


B.C./A.D
300 B.C.
200 B.C.
100 B.C.
2nd Century B.C.
1st Century B.C.
A.D. 100
A.D. 200
A.D. 300
A.D. 400
1800
1900
2000
1st Century A.D.
2nd Century A.D.
3rd Century A.D.
4th Century A.D.
19th Century A.D.
20th Century A.D.
21th Century A.D.
B.C. - before Christ
B.C.E. - before the common era
A.D. - anno Domini (in the year of our Lord)
C.E. - of the common era

To find the number of years that have elapsed between dates…

1) **when both years are either B.C. or A.D., subtract.**
Example: From A.D. 500 to A.D 2000 is _______ years.

$$\begin{array}{r} \text{A.D. } 2000 \\ -\ \text{A.D. } 500 \\ \hline 1500 \text{ years} \end{array}$$

2) **when one year is B.C. and the other is A.D., add.**
Example: From B.C. 1500 to A.D. 1500 is _______ years.

$$\begin{array}{r} 1500\ \text{B.C.} \\ +\ \text{A.D. } 1500 \\ \hline 3000 \text{ years} \end{array}$$

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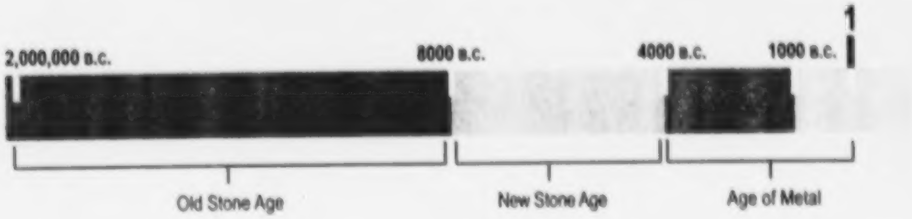
Practice

Use the **timeline** *below to answer the following using short answers.*


2,000,000 B.C.
8000 B.C.
4000 B.C.
1000 B.C.
1
Old Stone Age
New Stone Age
Age of Metal

1. When did the Old Stone Age begin? ____________________

   When did it end? ____________________

2. When did the New Stone Age begin? ____________________

   How long did it last? ____________________

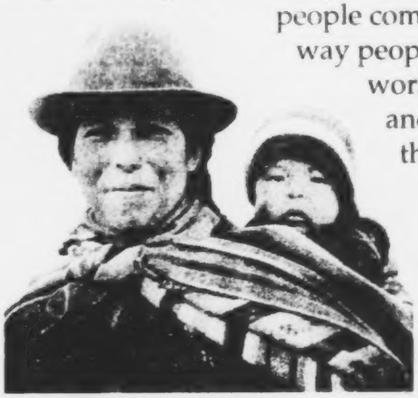
3. When did the Age of Metal begin? ____________________

4. Which age was the longest? ____________________

   Which age was the most recent? ____________________

Geography and Culture

Throughout history people have developed many cultures. Culture is a way of living or behaving. Culture includes language—the way in which people communicate. It includes government, the way people are ruled, and religion, the way people worship. The way people relate to each other and the environment they create for themselves are also a part of culture.



Culture may be shaped by the place where people live. For example, people who live in the mountains have a different culture from those who live in the desert or along river banks.

The use of land by humans and the form of government in an area are often determined by the **geography** found there. The reason for such developments is that geography greatly affects the way people live and work. In other words, geography influences culture.

History has shown that human culture has been directly influenced by the geography of each **region**. For example, the nearness of bodies of water, such as lakes, rivers, oceans, and the features of land determined methods of transportation. These physical characteristics also influenced the types of crops grown and the farming methods used. If the land was **fertile**, food and water were plentiful.

Natural resources, like the minerals copper, iron ore, gold, and silver, influenced many inventions. For example, metals such as copper were used for tools and money. Also, those who learned to use iron invented strong weapons and tools. And people located near land with a high clay content developed beautiful and useful pottery.

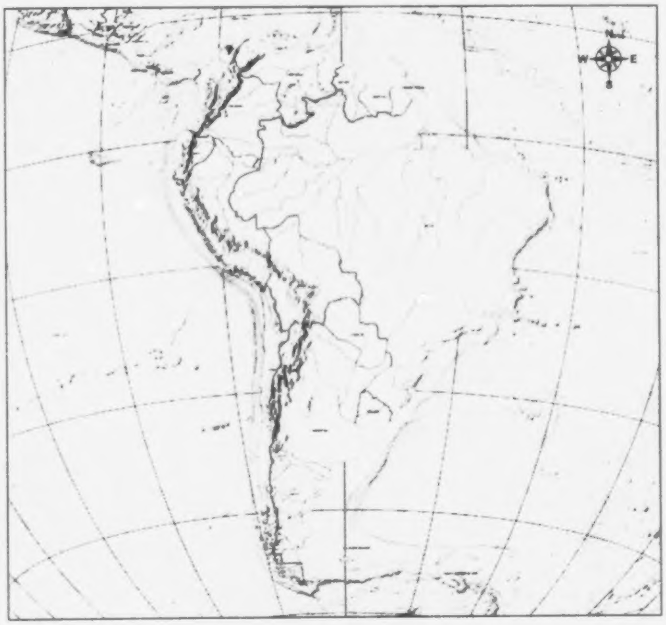
Even today, **climate** in an area determines how people dress and live. If they live in a very cold climate, their dress might consist of clothing made from animal fur and skins. Climate also influences types of shelter. For example, grass huts might be found in warm climates, while igloos are used by Eskimos in the arctic region.

Although it is sometimes difficult to explain why people live in certain areas, we do understand that the environment and the geography of an area help to shape the culture there.

Understanding Maps

Learning how to read maps will make clear how geography influences culture in different places. Maps come in many forms. For example, a map showing mountains, bodies of water, deserts, and other such features is called a *physical* map. An example of a physical map may be found below.

Some physical maps, like the one on page 14, show the entire world and the seven largest divisions of land on Earth, called **continents**. The seven continents are North America, South America, Africa, Europe, Asia, Australia, and Antarctica.



Physical Map of South America

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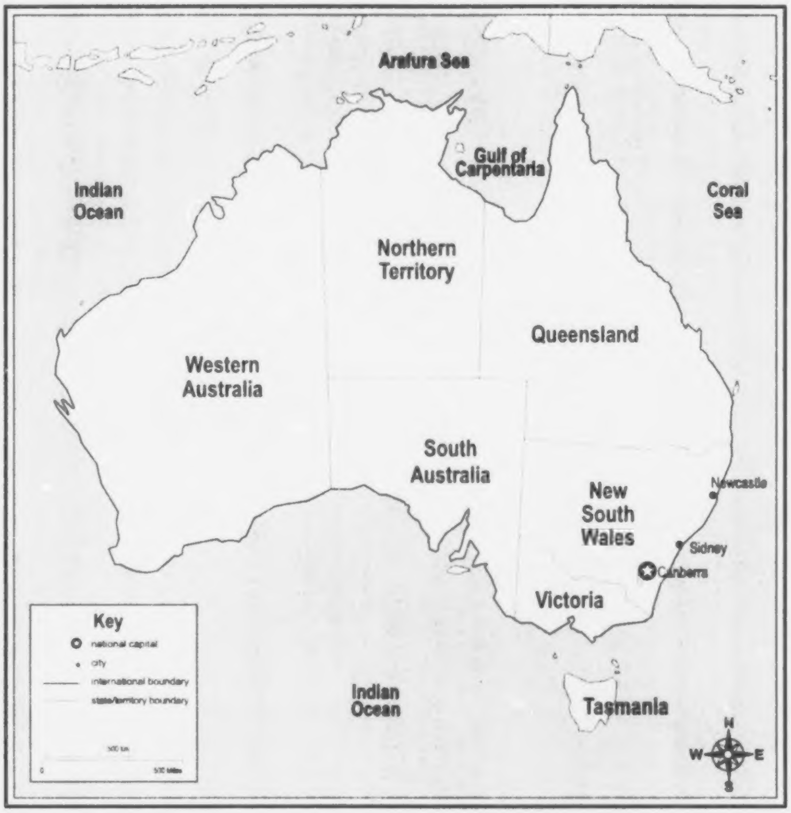
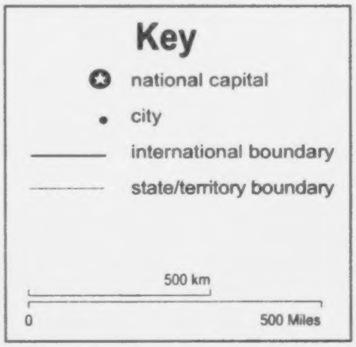
A map which shows separate boundaries is called a *political* map. An example of a political map may be seen below. This map shows the boundaries of Australia.


Arafura Sea
Indian Ocean
Gulf of Carpentaria
Coral Sea
Northern Territory
Queensland
Western Australia
South Australia
New South Wales
Newcastle
Sidney
Canberra
Victoria
Indian Ocean
Tasmania
Key
national capital
city
international boundary
state/territory boundary
500 km
0
500 Miles
N
W
E
S

Australia

The best way to read a map is to use its **legend** or *key*. The legend is a key which explains the symbols used on a map. For example, look at the legend taken from the map above. Legends enable one to understand the information maps provide.


Key
national capital
city
international boundary
state/territory boundary
500 km
0
500 Miles

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Practice

Use the list below to complete the following statements.

culture
climate
farming
inventions
rivers
transportation

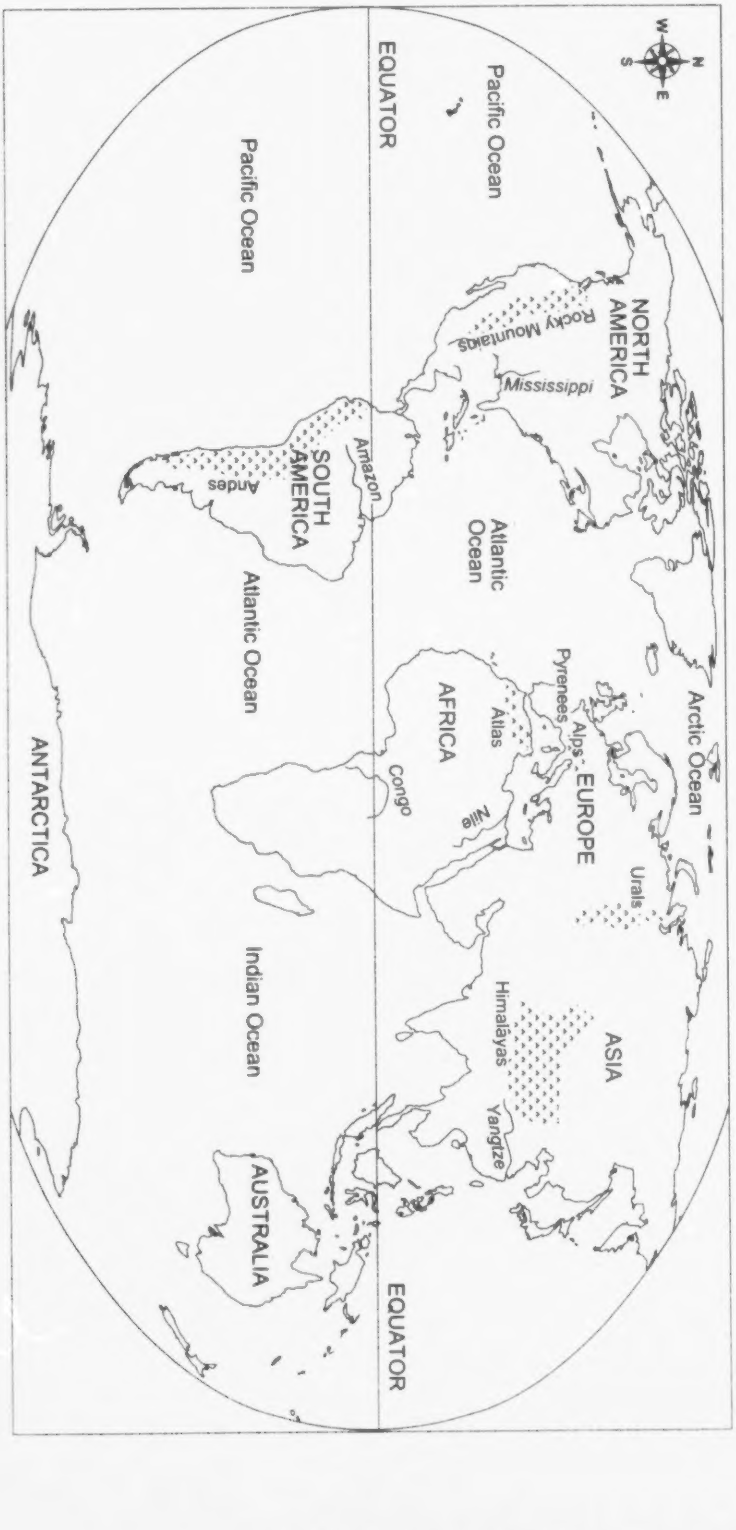
1. The development of human ____________________ was influenced by the geography of the region where the people lived.

2. Methods of ____________________ and ____________________ were determined by the nearness of water and features of the land.

3. The types of clothing and housing used by early humans were determined by ____________________ .

4. The ____________________ humans created were influenced by the natural resources found in the environment.

5. Early man settled near ____________________ because of the need for food and transportation.


N
S
E
W
NORTH AMERICA
Rocky Mountains
Mississippi
Pacific Ocean
EQUATOR
Pacific Ocean
SOUTH AMERICA
Amazon
Andes
Atlantic Ocean
Atlantic Ocean
Arctic Ocean
EUROPE
Pyrenees
Alps
Urals
AFRICA
Atlas
Nile
Congo
ASIA
Himalayas
Yangtze
Indian Ocean
AUSTRALIA
EQUATOR
ANTARCTICA
Key
mountains
rivers

The World

Practice

Use the **map** *on the previous page and* **other references** *to find the* **features** *listed below. Write the correct names on the lines provided.*

Mapping Skills

Continents:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Mountain Ranges:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Oceans:

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Rivers:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

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Practice

Use the list below and the map on page 14 to complete the following statements.

Alps
Andes
Antarctica
Arctic
Atlas
Australia
Congo
Europe
Indian
Nile
Ural

1. The northernmost ocean is the ______________________ Ocean.
2. The ______________________ are the mountains north of Italy.
3. The __________________ Mountains separate Europe from Asia.
4. The ______________________ Mountains extend along the west coast of South America.
5. The Pyrenees Mountains are located on the continent of ______________________ .
6. The ______________________ Mountains are located on the northern coast of Africa.
7. The ______________________ Ocean lies between Africa and Australia.
8. Two major rivers in Africa are the ______________________ and the ______________________ .
9. The southernmost continent is ____________ __________ .
10. ______________________ is the continent that is roughly the size of the United States.

Practice

Circle the letter of the correct answer.

1. The soil was ____________ and produced good crops.
    a. tired
    b. rocky
    c. fertile
    d. climate

2. The ____________ near the Nile River was very fertile.
    a. legend
    b. natural resources
    c. region
    d. pyramid

3. The ____________ of the region was warm and humid.
    a. king
    b. climate
    c. legend
    d. period

4. The study of ____________ deals with the physical characteristics of Earth.
    a. geography
    b. legend
    c. fertile
    d. ancient

5. Humans use ____________ to support the way they live.
    a. continents
    b. natural resources
    c. climate
    d. prehistoric

6. We live on the ____________ of North America.

   a. continent
   b. ocean
   c. region
   d. sea

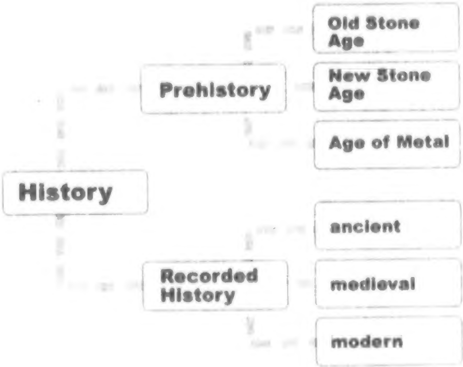
7. The ____________ of a map explains its symbols.

   a. color
   b. fertile
   c. legend
   d. shape

Periods of History

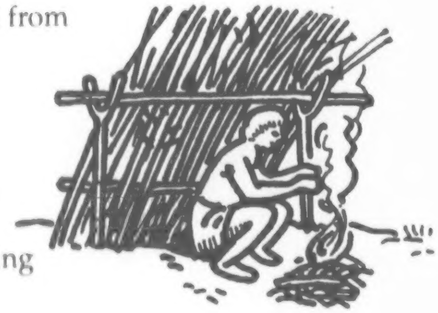
History is divided into two periods. These periods are called *prehistory* and *recorded history*. Prehistory was a time when humans did not know how to write and record events. The three periods of **prehistoric** time are the Old Stone Age, the New Stone Age, and the Age of Metal. Each period is marked by certain changes which affected the development of cultures.

Recorded history began around 4000 B.C., when humans started writing and kept records of events that shaped their lives. Recorded history is divided into three periods: ancient, medieval, and modern.



Old Stone Age

During the Old Stone Age, people moved from place to place hunting herds of animals. Because they did not have permanent homes they were called **nomads**. When nomads were not looking for food, they used caves as temporary shelters. It was during the Old Stone Age that people discovered and made use of fire for cooking food and staying warm.



Nomads formed small hunting parties and set out from their cave dwellings to search for food. They developed crude, handmade tools of stone, which made life easier. This was also the time the first languages were developed.

Scientists have discovered cave drawings, paintings, and carvings made by the Old Stone Age people, as well as fossils of their remains. These artifacts helped historians to gain a better understanding of the Old Stone Age people. This period covered about 99 percent of the human race's total time on Earth!

New Stone Age

During the New Stone Age, people began to gain greater control of their environment. They began to live in organized, permanent **settlements** and learned how to grow crops for food. In other words, people were no longer nomads. Instead of going from place to place in search of food, groups of people settled near lakes, rivers, and oceans. Animals, once thought of only as a food supply, were **domesticated** or tamed. Some tame animals provided physical labor, while others were used as food. Animal hides were used to make clothing. Animals became helpful to the **community**. A community consists of people who share common interests.

One very important invention during the New Stone Age was the potter's wheel. With the invention of the potter's wheel, people developed much better tools and utensils (such as water jugs).

The human population began to grow at a very fast pace during the New Stone Age. This was due mainly to the development of agriculture, and the resulting ability to grow and store food. Having food, clothing, and shelter, people were able to stay permanently in one place. With these new discoveries, human life during the New Stone Age was less troublesome. The people lived longer and healthier lives than their forerunners in the Old Stone Age.

Old Stone Age Inventions and Discoveries

1. spear
2. needle (made out of bones)
3. fishhook

Humans learned how to control fire.

New Stone Age Inventions and Discoveries

1. village or community
2. hoe

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The Age of Metal—Civilization Begins

The invention of the plow in the Age of Metal radically changed the way people farmed. They were now able to farm large fields and create an abundant supply of food. Along with improved farming techniques, people also developed better ways to domesticate animals. The earliest farm animals were cattle, goats, sheep, and pigs.

Inventions helped to improve people's way of life. People learned to spin yarn from plant fibers and animal hair, to weave cloth, and wear cloth garments instead of animal hides. Another invention, the wheel, made transportation much easier.

It was around 4000 B.C. that civilization, a word meaning an advanced stage of social order, began to shape human destiny. The discovery and use of metal played a significant role in the development of civilization. The discovery and use of metal resulted in superior tools, weapons, and farm equipment.

An important change took place in the way people worked. During this period in history, man began to **specialize**. This means that within communities, each person had a specific skill or job. Soon there were metalsmiths, potters, and tradespeople, as well as farmers and hunters.

During the Age of Metal, humans began to understand that cooperation meant improved living standards and better protection against enemies. It was at this time in history that the first simple governments were formed.

Age of Metal Inventions

1. copper tools
2. bronze tools
3. plow
4. sailboats
5. sleds
6. wheels

Humans learned how to weave thread into cloth.

Practice

Use the list below to complete the following statements.

- anthropologist
- archaeologist
- community
- culture
- domesticate
- geologist
- history
- nomads
- prehistoric
- settlement
- specialize

1. When early humans wanted to raise or tame animals for food, they learned how to ____________________ them.

2. The ____________________ is the scientist who studies the history of Earth by examining rocks.

3. The ____________________ period took place before humans began to keep written records of their activities.

4. Those who move from place to place in search of food and water are called ____________________ .

5. An ____________________ is a scientist who studies the way people live and how they interact with their neighbors.

6. A people's ____________________ is their way of living and their beliefs.

7. A ____________________ is a group of people with common interests living in a particular area.

8. An ______________________ studies ancient peoples and their cultures by looking at artifacts, fossils, and remains.

9. The study of the past to learn what, how, and why things happened is known as ______________________ .

10. A ______________________ is a place where people establish a new community.

11. Those who ______________________ have specific jobs or skills.

Practice

Use pages 19-20 to complete the following outline about the **prehistoric periods**.

I. ____________________

  A. Humans moved from place to place

  B. Humans lived in caves

  C. Humans hunted for food

  D. Discoveries

    1. ____________________

    2. Crude tools

II. New Stone Age

  A. People began to gain control over their ____________________

    1. Groups of people settled near ____________________ and

    ____

    2. Domesticated ____________________ provided

      a. ____________________

      b. ____________________

  B. Invention of the ______________________________________

III. The Age of ____________________

A. Invention of the ____________________ for farming larger fields

B. Other important inventions

1. ____________________

2. ____________________

C. Discovery and use of ____________________

D. Community life

1. Specific jobs

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

2. Results of cooperation

a. ____

b. ____

Practice

Answer the following using complete sentences.

1. Name two types of scientists who study history and tell what they do. ____

____

____

____

2. List three characteristics of the Old Stone Age. ______________

____

____

____

3. Name three human activities that culture involves. ____________

____

____

____

4. Name three ways in which life during the New Stone Age was different from life during the Old Stone Age. ______________

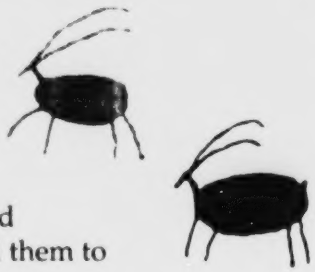
____

____

____

Review

History, or the study of the past, is important to many types of scientists. Archaeologists investigate the remains of ancient cities to find out about the lives of the people who lived in them. Geologists learn about Earth's history by studying rocks and soil. Anthropologists study different cultures to gain information about the history of human society.



Geography is important to the study of history because the geography of a region affects the way people live and work. For instance, features like bodies of water and mountains determined the kind of transportation people used. The type of soil in a region determined the kinds of crops grown by the people who lived there. If there were minerals nearby, people used them to make tools and coins.

Even now we can see how geography affects the way people live. For example, the climate of a region determines the kind of clothes people wear and the kind of buildings in which they live.

One way to learn how geography has shaped history is to study maps. A physical map, one that shows features like mountains and rivers, helps us to understand why human cultures began where they did. For instance, a region with a big river is a good place for a culture to spring up because rivers provide people with easy transportation by boat and because fertile soil is often found by rivers.

Prehistoric time, or the time before recorded history began, is divided into three periods. During the Old Stone Age, people lived as nomads, hunting animals for food and living in caves. Old Stone Age people also discovered the use of fire for cooking food and staying warm.

In the second period, the New Stone Age, people learned how to grow crops for food. They began to live in permanent settlements so they could tend to their crops. Animals were domesticated, providing labor as well as food.

The Age of Metal, the third period, marks the beginning of civilization. People discovered how to shape metal into farm tools and weapons, thus greatly improving farming and hunting techniques. In the Age of Metal, people also began to specialize, which meant that each person worked at a specific task. The result was greater production and a higher standard of living. Even more important than specialization was cooperation: people in the Age of Metal learned that they could live better, safer, and longer lives if they cooperated with each other.

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Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a place where people establish a new community

______ 2. a way of living or behaving which includes beliefs, religion, and government

______ 3. to adapt the behavior of an animal to the advantage of humans; to tame

______ 4. people from an area who share common interests

______ 5. people who move from place to place in search of food and water

______ 6. scientist who studies past human lives and their activities by looking at artifacts, fossils, and remains

______ 7. scientist who studies the history of Earth and its life as it is recorded in rocks

A. archaeologist

B. community

C. culture

D. domesticate

E. geologist

F. nomads

G. settlement

Practice

Use the list below to write the correct term for each definition in the line provided.

A.D.
anthropologist
artifact
B.C.
century
decade
history
millennium
prehistoric
specialize

____________________ 1. scientist who studies the way people live and how they interact with their neighbors

____________________ 2. stands for anno Domini, which means in the year of our lord

____________________ 3. to have a specific skill or job

____________________ 4. stands for before Christ

____________________ 5. any object made and used by humans

____________________ 6. pertaining to a time before humans began to keep written records

____________________ 7. the study of the past to learn what, how, and why things happened

____________________ 8. a period of time equal to 10 years

____________________ 9. a period of time equal to 100 years

____________________ 10. a period of time equal to 1,000 years

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. materials we use that are taken from Earth such as water, minerals, soil

______ 2. an explanatory list of the symbols used on a map

______ 3. the average weather conditions in a region over a period of years

______ 4. the study of the physical characteristics of Earth

______ 5. one of the seven largest bodies of land on Earth

______ 6. rich; capable of producing abundantly

______ 7. a large geographical area on Earth which is unique or different from others

A. climate

B. continent

C. fertile

D. geography

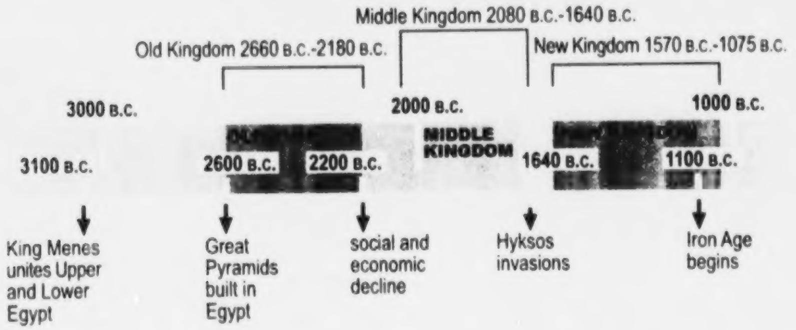
E. legend

F. natural resources

G. region

Unit 2: Early Civilizations in Ancient Egypt (3100 B.C.-1600 B.C.)

Timeline of Ancient Egypt


Middle Kingdom 2080 B.C.-1640 B.C.
Old Kingdom 2660 B.C.-2180 B.C.
New Kingdom 1570 B.C.-1075 B.C.
3000 B.C.
2000 B.C.
1000 B.C.
MIDDLE KINGDOM
3100 B.C.
2600 B.C.
2200 B.C.
1640 B.C.
1100 B.C.
King Menes unites Upper and Lower Egypt
Great Pyramids built in Egypt
social and economic decline
Hyksos invasions
Iron Age begins

This unit emphasizes the history and contributions of ancient Egypt, one of the world's first great civilizations, and discusses other early civilizations.

Unit Focus

- influence of geography on development in the ancient world
- characteristics and contributions of civilizations in ancient Egypt and other early civilizations

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Vocabulary

Study the vocabulary words and definitions below.

achievement	a successful accomplishment
architecture	the science of designing buildings
barter	an economic system based on trade
civilization	a high level of cultural development
embalming	a process which preserves dead bodies
empire	a country that controls many lands and the people who live in these lands
government	the system of regulation created by a civilization
hieroglyphics	an ancient Egyptian system of writing in which a picture or symbol stands for a word
mummy	a dead body which has been preserved by embalming in the manner of the ancient Egyptians
papyrus	a plant growing along the Nile River from which the Egyptians made a form of paper
pharaoh	a king or ruler of ancient Egypt

pyramid	a large tomb that the Egyptians built to bury their pharaoh and his possessions
scribes	people in ancient times who kept records
urban	referring to life in the city

Early Civilizations in Ancient Egypt
(3100 B.C.-1600 B.C.)

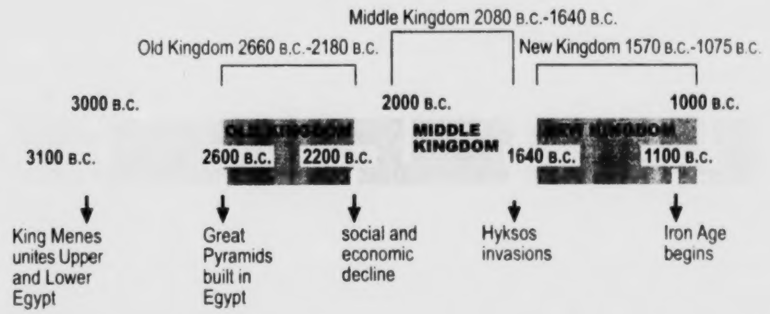
River Valley Civilization

New Stone Age people living along the Nile had learned to farm crops and raise cattle. From this beginning, one of the world's first great **civilizations** developed. Egypt, also known as the *gift of the Nile,* was one of the greatest cultural centers the world has ever seen. The advanced multicultural Egyptian civilization lasted almost 3,100 years. Many of their monuments and ideas are with us today.

Egypt has a very dry climate. Nine-tenths of the land is desert. Almost the entire population lives along the Nile River where the land is fertile.

Egypt was divided into two regions: Upper Egypt and Lower Egypt. Around 3100 B.C., a king named Menes united the two regions. The Kingdom created by Menes lasted long after his death. The double crown of Upper and Lower Egypt passed from father to son for many years. The period called the *Old Kingdom* lasted roughly from 2660 B.C. TO 2180 B.C. During this time, the first **pyramids** were built as tombs for **pharaohs**. **Scribes** started to keep records of events. Cities grew and people began to use metal for many different things.

Timeline of Ancient Egypt


Middle Kingdom 2080 B.C.-1640 B.C.
Old Kingdom 2660 B.C.-2180 B.C.
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2000 B.C.
1000 B.C.
OLD KINGDOM
MIDDLE KINGDOM
NEW KINGDOM
3100 B.C.
2600 B.C.
2200 B.C.
1640 B.C.
1100 B.C.
King Menes unites Upper and Lower Egypt
Great Pyramids built in Egypt
social and economic decline
Hyksos invasions
Iron Age begins

The Egyptians were one of the first peoples to establish a system of **government** and social order. The government during the Old Kingdom eventually grew corrupt. Local leaders fought among themselves for power and wealth. Civil war ended the Old Kingdom. The decline lasted about 100 years.

The next group of kings who ruled Egypt established the Middle Kingdom. The new pharaohs made Egypt strong and prosperous. During

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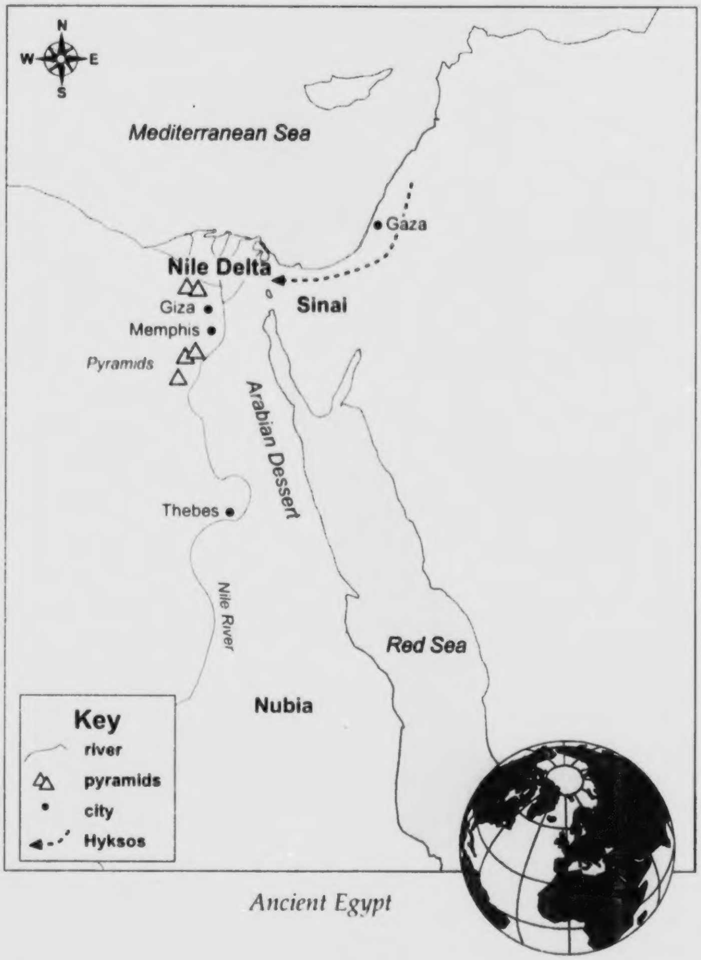
this period, from about 2080 B.C. to 1640 B.C., life improved but corruption remained. Conditions were ripe for invasion. Conflicts between kings, priests, and nobles made Egypt weak.

About 1640 B.C., Egypt was invaded by tribes from the northeast known as *Hyksos*. The Hyksos treated the people cruelly. About 70 years of foreign rule was enough for the Egyptians. Around 1570 B.C., Egyptians threw out the invaders.


N
W
E
S
Mediterranean Sea
Gaza
Nile Delta
Giza
Memphis
Pyramids
Sinai
Arabian Dessert
Thebes
Nile River
Red Sea
Nubia
Key
river
pyramids
city
Hyksos

Ancient Egypt

Driving out the Hyksos marked the beginning of the New Kingdom. This was a great period for Egypt. An **empire** was established when Egypt invaded and conquered neighboring territories. Egyptian rule extended far beyond the Nile River Valley into Western Asia. Trade between Egypt and its empire grew. As a result, much wealth flowed into Egypt. Huge temples and monuments were built.

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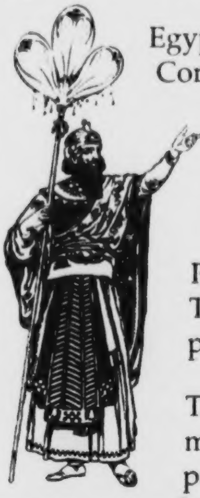
Life in Ancient Egypt

At first, most people in Egypt lived in small towns along the Nile River. A few **urban** centers emerged, however, when Egypt was united. The largest urban centers were Thebes, Memphis, and Heliopolis, major seats of government, culture, and religion.

One of the first systems of law was developed in ancient Egypt. Law in ancient Egypt was stern. Punishments even for minor crimes could include being whipped, tortured, thrown to crocodiles, or sent to labor camps. The common man was little more than a laborer for the privileged classes of priests, landlords, and military leaders.

Egyptian Society


an Egyptian king

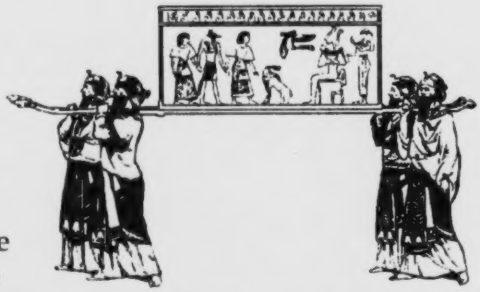
Egyptian society was made up of many social groups. Common people paid huge sums of money in taxes to support the government. Socially, a very small minority were among the privileged classes. These included the priests, landlords, government officials, and military leaders.

Probably more than 99 percent of the people were poor. They enjoyed few privileges. They lived and died for one purpose—to work to support the country.

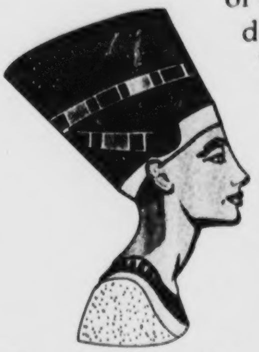
The Egyptian king was called the pharaoh. Pharaoh means *Great House*. The pharaoh was the most powerful person in Egypt. He held all of the authority. The people believed that the pharaohs were descended from the gods and ruled as their representative. Many of these rulers were just or fair. Appointed officials assisted the pharaoh in ruling the large kingdom.

The kings or pharaohs owned all the land. Landlords ran the farms; therefore, they had great power in each village. Egyptian priests also had a great deal of authority.

The people who held great power were government and military officials. The government officials collected taxes and


an Egyptian procession

checked on government projects. Scribes were given the task of keeping records for the government. They also kept records for the temples. Some of the people were tradesmen. They traveled up and down the Nile trading goods produced in each village. To trade goods without using money is called **barter**.


Queen Nefertiti was the wife of the pharaoh Akhenaton; he ruled Egypt from 1375 to 1358 B.C.

The vast majority of Egyptians were peasants. Peasants are usually described as members of the lower class. The peasants farmed the land along the Nile River.

Women in ancient Egypt could own property and could decide who should get it when they died. However, women in the royal family sometimes had to marry relatives. (For instance, the pharaoh had to marry someone who was his equal and would therefore sometimes have to marry a relative.)

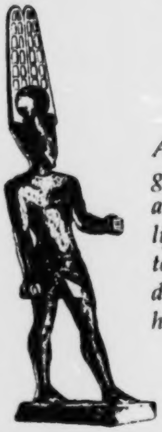
Importance of the Nile River

The world's longest river, the Nile, flows north for about 4,000 miles. The Nile River was and still is the backbone of Egypt. It provided water, fertile land, and a transportation system. It also caused great problems. Each year around April, the Nile began to flood. Floods reached a peak in July and were usually over by October.

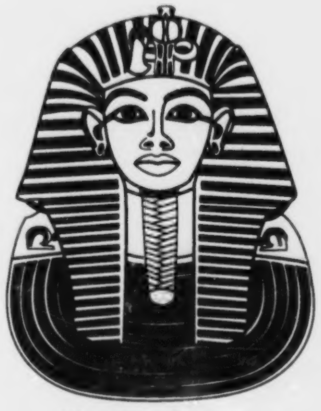
While flooding killed many people, ruined farmland, and destroyed homes, the Egyptians learned to cope with it. They quickly realized that the floodwaters of the Nile left a layer of very fertile topsoil. Topsoil is very important for productive farming. The Egyptians also learned that by digging canals and draining swamps, they could preserve their precious land.

Egyptian Religion

Ancient Egyptians believed in many gods. They were also led to believe that the pharaoh was like a god. Symbols and figures represented the gods. People believed that everything which affected their lives was a result of the gods' action. The sun god, Re, and the goddess of nature and motherhood, Isis, were the most powerful gods.


Amon was the god of air, wind, and the breath of life. Huge temples were dedicated to him.

The Egyptians' religion included a belief in life after death. They learned to preserve dead bodies through **embalming** so that they would be ready for the next life. The preserved body was known as a **mummy**. Some mummies, like that of Tutankhamen (King Tut), can be seen today. Some historians believe that mummies remained well preserved over the centuries because of Egypt's exceptionally dry climate.


King Tutankhamen

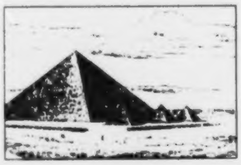
The pharaohs built large, four-sided tombs called *pyramids* to protect the mummies. Along with the mummified body, many possessions were placed inside the tombs of the pyramids. This was done to please the gods and make life after death as comfortable as possible. About 80 pyramids were built in the valley of Giza. The largest pyramid, called the *Great Pyramid*, was built by Khufu, a pharaoh of the Old Kingdom.

The Great Pyramid

The Great Pyramid at Giza is considered one of the seven wonders of the ancient world. Locate Giza on the map of ancient Egypt on page 34.

All of the work on the Great Pyramid was done by human labor using only the crudest of tools. The stone used for the tomb chamber inside the pyramid came from 700 miles away.

Men cut the rocks, formed them into blocks, brought them by boat up the Nile, probably dragged them across the desert, and used ramps to put them in the correct position on the pyramid.

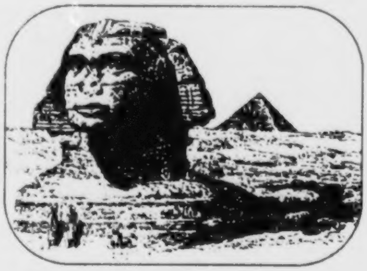


- the base has almost perfect right angles
- the Great Pyramid is almost 500 feet high (50 stories)
- took 20 years to build
- occupies 13 acres at its base
- built for Cheops, a pharaoh
- 100,000 people worked on it, and many died
- 755 feet long on each side
- two sides vary in length by only one inch
- built with several million blocks averaging two tons each, with the largest blocks weighing 15 tons

Egyptian Contributions to Civilization

Architecture, Engineering, Mathematics, and Science

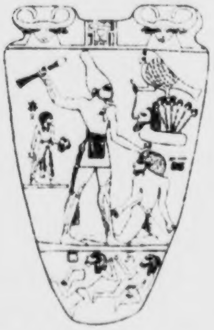
During the periods of the Old, Middle, and New Kingdoms—a span of almost 2,000 years—the Egyptian civilization produced a great deal for future generations. Some of these **achievements** included great **architecture** and engineering feats, such as the pyramids and the Sphinx, and the use of mathematics, particularly geometry. Egyptian doctors studied the human body, diseases, and performed surgery. Egyptian scientists studied the stars and learned to measure time. The Egyptians also created a calendar system much like the one used today. Written records of the discoveries were kept. They devised a kind of writing called **hieroglyphics**. In hieroglyphics, pictures or symbols stood for words. They also developed a kind of paper called **papyrus**, named for the plant it was made from. Our word *paper* comes from the Egyptian word *papyrus*.



The pyramids are guarded by the Sphinx, a huge figure with a man's head and a lion's body.

Other Early Civilizations

Around the same time that the Egyptian civilization was flourishing in the Nile River Valley, other river valleys around the world were developing civilizations as well. These were as follows: Nile River—Egypt; Tigris and Euphrates—Mesopotamia River Valley or Fertile Crescent; Indus River Valley—India; Yellow River Valley or Huang He River Valley—China; and Niger River Valley—Africa. Two early civilizations, Japan and Amerindian, did not develop along river valleys. Locate all of these areas on the world map on the following page.



Egyptian victory panel

It is important to realize that each of the early civilizations developed and achieved greatness in self-contained geographical areas. That is, all were surrounded by natural barriers such as deserts, mountains, and oceans. Learn more about these civilizations by referring to the chart on page 48.

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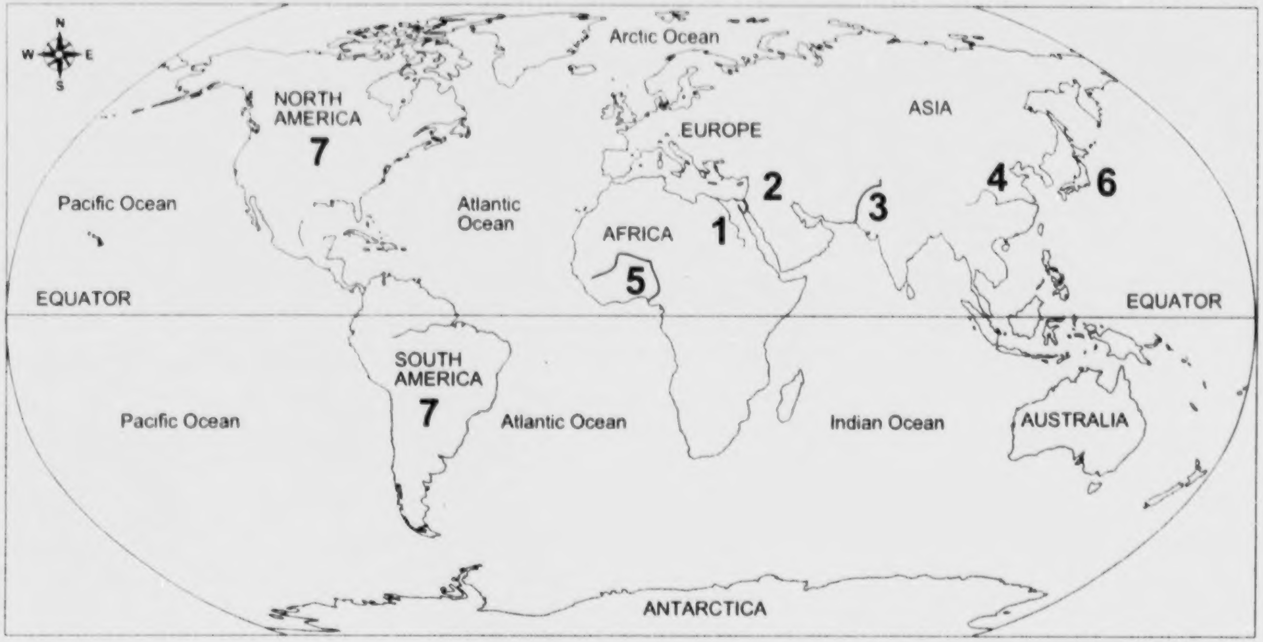

N
W
E
S
Arctic Ocean
NORTH AMERICA
7
EUROPE
ASIA
Pacific Ocean
Atlantic Ocean
AFRICA
1
2
3
4
6
5
EQUATOR
EQUATOR
SOUTH AMERICA
7
Pacific Ocean
Atlantic Ocean
Indian Ocean
AUSTRALIA
ANTARCTICA

Early Civilizations

1. Nile River—Egypt
2. Tigris and Euphrates—Mesopotamia River Valley or Fertile Crescent
3. Indus River Valley—India
4. Yellow River Valley (Huang He River Valley)—China
5. Niger River Valley—Africa
6. Japan
7. Amerindian

Practice

Use the list below to complete the following statements.

3100 B.C.
Amerinidan
architecture
bartering
calendar
deserts
flood
government officials
Isis
Japan
landlords
mathematics
military leaders
mountains
oceans
pharaohs
poor
priests
pyramids
Ra
social

1. Unification of Egypt took place around the year ____________________ .

2. Egyptian rulers began to call themselves ____________________ during the period of the New Kingdom.

3. The privileged classes in ancient Egypt were the ____________________ , ____________________ , ____________________ , and ____________________ .

4. Each year, around April, the Nile begins to ____________________ .

5. Egyptian society was made up of many ____________________ groups.

6. Probably 99% of the people who lived in Egypt were ____________________ .

7. Trading goods without money changing hands is called ____________________ .

8. The two most powerful gods in ancient Egypt were

______________________ and ______________________ .

9. Ancient Egyptians buried their leaders in tombs called

______________________ .

10. The ancient Egyptians gave many things to the world. Three of these

are as follows: ______________________ ,

______________________ , and a ______________________

system.

11. Two early civilizations which did not develop along river valleys

were ______________________ and ______________________ .

12. Early civilizations had natural barriers like

______________________ , ______________________, and

______________________ .

Practice

Use the chart on page 48 to answer the following using short answers.

> Charts can provide a large amount of useful information. They can be read easily and quickly. The title of a chart tells you the main idea of the information present. Charts are arranged in *rows* and *columns*. Columns are vertical. Rows are horizontal. Each column and row is labeled. To find a specific piece of information, you must look at the point at which the column and row meet.
>
> For example, to find the religion of the Yellow River Valley or Huang He River Valley, move across the row labeled *Yellow River* or *Huang He River Valley* and down the column labeled *Religion*. You will find a box with the word "Confucianism." That was the religion of the Yellow River Valley civilization.

1. What is the title of the chart? ______________________________

2. List the labels for the *columns* on the chart.

   ____________________________ ____________________________

   ____________________________ ____________________________

   ____________________________ ____________________________

3. List the names of the early civilizations on the chart.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

4. What was the social structure of the Indus Valley? ____________

____

5. What was the location of the Egyptian civilization? ____________

____

6. What was one common source of economy for all of the early civilizations? ________________________________

____

7. What were the achievements of the African civilizations?

____

____

8. What was the form of government in Egypt? ________________

____

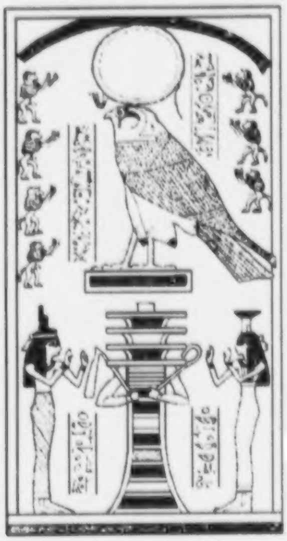
9. What type of religion was practiced in Japan? ________________

Early Civilizations

	Location	Government	Social Structure	Religion	Economy	Achievements
Egyptians	Nile River Valley	all-powerful ruler called pharaoh	social class system	many gods	trading and farming	hieroglyphics, papyrus, calendar, embalming, pyramids, and sculpture
Mesopotamia	Tigris-Euphrates River—Fertile Crescent	kingdom ruled by a king	social class system based on power and wealth	many gods and one God (Hebrews)	trading and farming	cuneiform, wheel, calendar, alphabet, first library, ship builders, money system, and irrigation
Indus Valley	Northwestern India	simple government with a single ruler	caste system (Brahmins—the highest caste; untouchables—the lowest caste)	Hinduism and Buddhism	farming, herding, and trading	irrigation, sewage, Sanskrit, literature, architecture, and number system
Yellow River Valley or Huang He River Valley	Northeastern China	powerful king	two classes—majority of people in lower class	Confucianism	farming	bronze casting, tea, silk, teaching of Confucius and Laozi
Japan	island off the coast of Asia	emperor	clans	Shintoism	fishing and farming	aesthetics, appreciation of nature
African	Niger Valley	chiefdoms and kingdoms	tribal	many gods	trading and farming	metalwork and artwork
Amerindian	North and South America	chiefdoms	tribal	many gods—powerful priests	farming, hunting, and mining	metalwork and architecture

Review

Ancient Egypt was one of the first great civilizations. It developed along the Nile River, which provided fertile lands for crops and a means of transportation. At first, there were two separate regions, Upper Egypt and Lower Egypt, but around 3100 B.C., a leader named Menes united them. This period of unification of the two kingdoms marked the start of the period called the Old Kingdom, which lasted from about 2660 B.C. to 2180 B.C.



an Egyptian book of the dead

Although the Egyptians established one of the world's first governments during the Old Kingdom, this government eventually grew corrupt. During the 400 years of the Middle Kingdom, life improved but the government continued to be corrupt. This corruption weakened Egypt, and the kingdom was invaded about 1640 B.C. by tribes from the northeast called the Hyksos.

The New Kingdom was established when the Egyptians threw out the invaders around 1570 B.C. During the time of the New Kingdom, the Egyptian empire grew by conquering nearby territory. This was a time of great strength and wealth for Egypt. The kings of Egypt began to call themselves pharaohs, meaning Great House, during the New Kingdom.

Egyptian society consisted of a small minority of privileged people and a great number of poor peasants. The privileged people were the king or pharaoh, priests, landlords, and government and military officials. The privileged people had all the power, while the peasants had none.

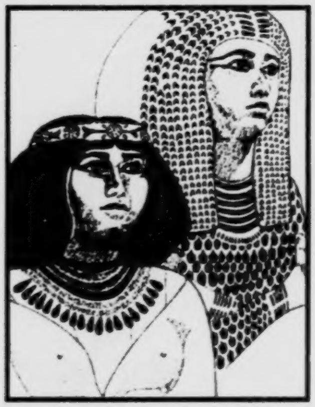
Seven Wonders of the World

1. The Pyramids of Egypt
2. The Hanging Gardens of Babylon
3. The Statue of Zeus (Jupiter) at Olympia
4. The Colossus of Rhodes
5. The Temple of Artemis (Diana) at Ephesus
6. The Mausoleum at Halicarnassus (Turkey)
7. The Pharos (Lighthouse) of Alexandria

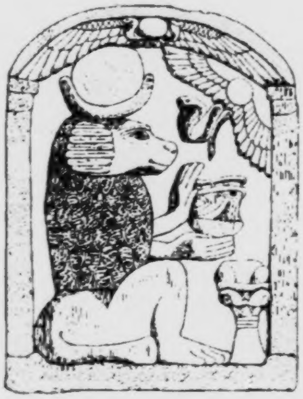
The seven greatest structures of the ancient world, as listed by Greek scholars. The oldest wonder (and the only survivor) are the Pyramids of Egypt.

The accomplishments of the Egyptians were many. They designed and built great works of architecture, such as the pyramids, using advanced mathematics. They developed a system of writing called hieroglyphics, and a kind of paper called papyrus. The Egyptians even discovered how to preserve dead bodies through embalming.

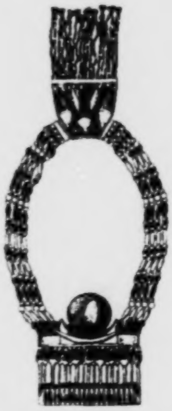
Egypt was just one of several civilizations to develop along a river valley. Other river valleys, such as the Tigris-Euphrates, and the Indus River Valleys, supported early civilizations as well.



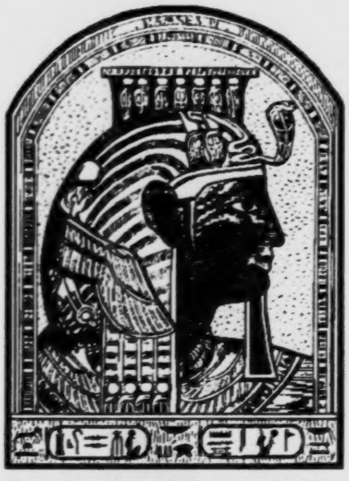
Egyptian queen and king



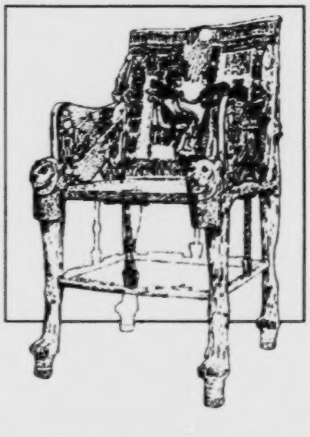
Egyptian god Thoth



Egyptian necklace



Egyptian pharaoh Ramses the Great



pharaoh Tutankhamen's throne

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Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a country that controls many lands and the people who live in these lands

______ 2. a dead body which has been preserved by embalming in the manner of the ancient Egyptians

______ 3. a high level of cultural development

______ 4. a king or ruler of ancient Egypt

______ 5. a large tomb that the Egyptians built to bury their pharaoh and his possessions

______ 6. a plant growing along the Nile River from which the Egyptians made a form of paper

______ 7. a process which preserves dead bodies

______ 8. a successful accomplishment

______ 9. an ancient Egyptian system of writing in which a picture or symbol stands for a word

______ 10. an economic system based on trade

______ 11. people in ancient times who kept records

______ 12. referring to life in the city

______ 13. the science of designing buildings

______ 14. the system of regulation created by a civilization

A. achievement

B. architecture

C. barter

D. civilization

E. embalming

F. empire

G. government

H. hieroglyphics

I. mummy

J. papyrus

K. pharaoh

L. pyramid

M. scribes

N. urban

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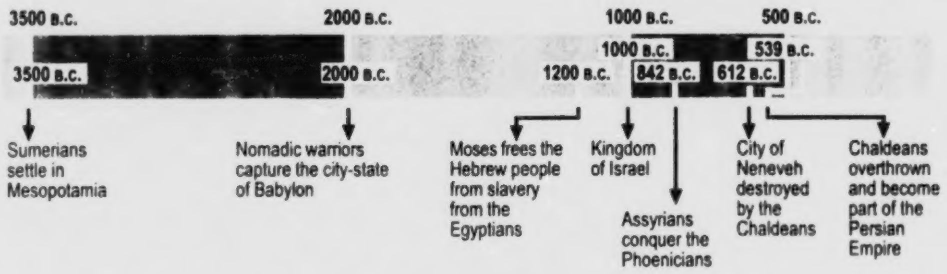
Unit 3: Early Civilizations in the Fertile Crescent (3500 B.C.-539 B.C.)

Timeline of Early Civilizations in the Fertile Crescent


3500 B.C.
2000 B.C.
1000 B.C.
500 B.C.
1000 B.C.
539 B.C.
3500 B.C.
2000 B.C.
1200 B.C.
842 B.C.
612 B.C.
Sumerians settle in Mesopotamia
Nomadic warriors capture the city-state of Babylon
Moses frees the Hebrew people from slavery from the Egyptians
Kingdom of Israel
Assyrians conquer the Phoenicians
City of Neneveh destroyed by the Chaldeans
Chaldeans overthrown and become part of the Persian Empire

This unit emphasizes the history and contributions of the ancient civilizations in the Fertile Crescent.

Unit Focus

- characteristics and contributions of early civilizations in Mesopotamia and the Mediterranean basin
- geographic and political factors that helped bring about the rise and fall of civilizations in Mesopotamia and the Mediterranean basin

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Vocabulary

Study the vocabulary words and definitions below.

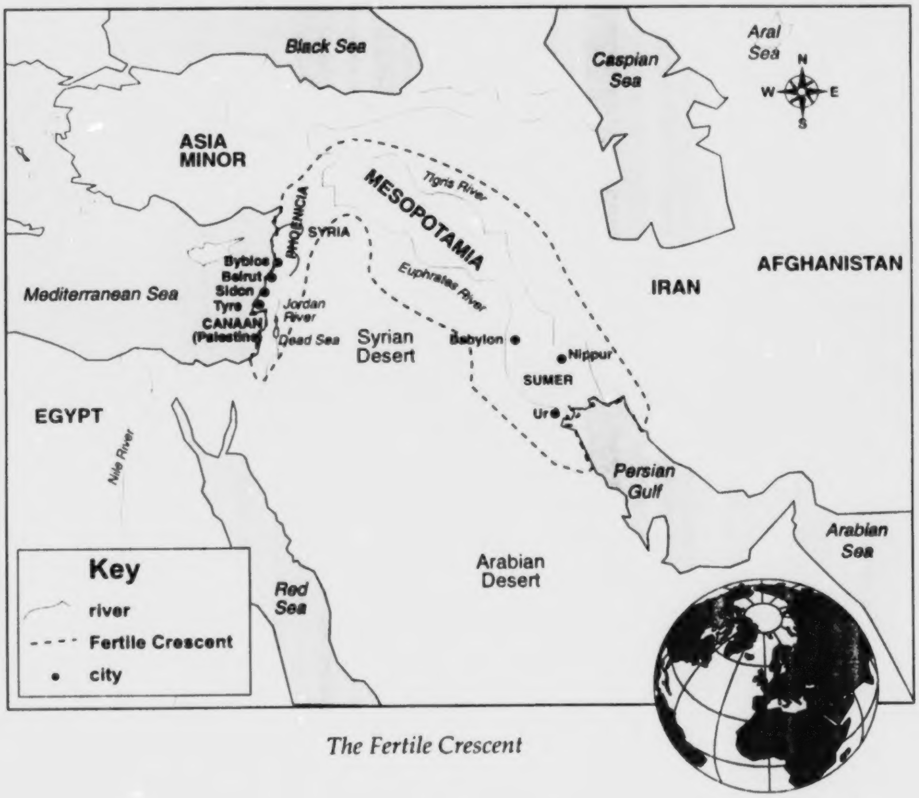
artisan	a person who is skilled in a particular craft
city-state	a city and the surrounding lands that rules itself like an independent country
covenant	a promise or an agreement
cultural diffusion	the spreading of ideas or products from one culture to another
cuneiform	a system of writing with wedge-shaped symbols invented by the Sumerians
deport	to remove a person or a group of people from their homeland
Diaspora	the scattering of the Hebrew people from their homeland in Palestine
epic	a long poem that describes the deeds of legendary heroes
ethics	code of right or wrong conduct
exile	separation from your homeland
famine	a great lack of food
Fertile Crescent	an area of land that stretched from the Persian Gulf to the Mediterranean Sea

liberated	to be freed or released
Mesopotamia	the land between the Tigris and Euphrates rivers; early civilizations began in this region
monotheism	belief in only one God
moral	good, honest, and truthful
polytheistic	believing in many gods
prophet	a religious leader who is believed to be able to interpret God's will
satrap	governor of a province in the Persian Empire
scribes	people in ancient times who kept records
silt	a thick layer of mud
stylus	a sharp, pointed tool used for writing on clay tablets
Torah	the first five books of the Hebrew Bible
tribute	payment that conquered peoples were forced to pay to their conquerors
ziggurat	a pyramid-shaped building that was used as a temple to worship Sumerian gods

Early Civilizations in the Fertile Crescent (3500 B.C.-539 B.C.)

The Middle East

While the Egyptian civilization was developing in northeastern Africa, other civilizations were settling in an area between the Tigris and Euphrates rivers in Southwest Asia. **Mesopotamia**, the *land between the rivers*, is a region of the Middle East where the first great civilizations developed. Mesopotamia was also part of the **Fertile Crescent**. The Fertile Crescent is an area of land that stretched from the Persian Gulf to the Mediterranean Sea. It was called the Fertile Crescent because of its rich soil and half-moon shape. This land provides the best farming in Southwest Asia.


Black Sea
Caspian Sea
Aral Sea
N
W
E
S
ASIA MINOR
MESOPOTAMIA
Tigris River
PHOENICIA
SYRIA
Byblos
Beirut
Sidon
Tyre
CANAAN (Palestine)
Mediterranean Sea
Jordan River
Dead Sea
Syrian Desert
Euphrates River
Babylon
Nippur
SUMER
Ur
IRAN
AFGHANISTAN
EGYPT
Nile River
Persian Gulf
Arabian Sea
Red Sea
Arabian Desert
Key
river
Fertile Crescent
city

The Fertile Crescent

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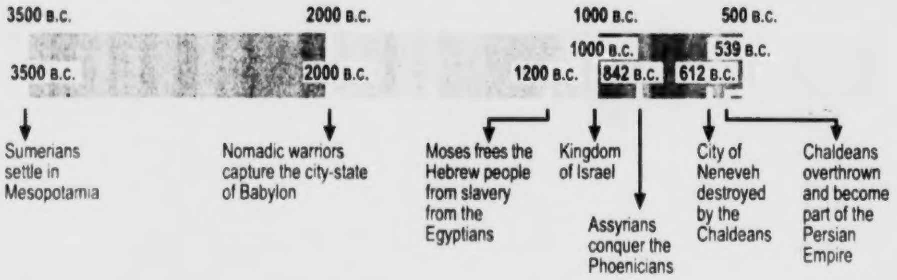
In the eastern part of the Fertile Crescent, the Mesopotamian valley provided fertile soil and an abundant supply of water from the Tigris and Euphrates Rivers. The waters of these rivers, along with the fertile soil, encouraged people to settle and to farm. The settlers of this region built dikes to control floods and canals to irrigate their farms. The Tigris-Euphrates rivers flooded Mesopotamia at least once a year. As the floodwaters receded, they left behind a thick layer of mud called **silt**. This soil allowed farmers to plant and harvest large amounts of grain.

Timeline of Early Civilizations in the Fertile Crescent


3500 B.C.
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Kingdom of Israel
Assyrians conquer the Phoenicians
City of Neneveh destroyed by the Chaldeans
Chaldeans overthrown and become part of the Persian Empire

Peoples of Early Mesopotamia

Sumer and Its People

The earliest people of the Fertile Crescent were the Sumerians. At about 3500 B.C., the people called *Sumerians* settled in the southern part of Mesopotamia in the region called Sumer. The Sumerians built many large **city-states** along the Tigris-Euphrates Rivers. Even though these cities shared the same culture, they developed their own independent governments. Each city-state had its own ruler who ruled the city and the surrounding farmland. The Sumerian city-states acted very much like independent countries today. The people believed that each city-state belonged to a god or gods. The priests managed the gods' land and interpreted the will of the gods for the people.

Sumer's city-states grew wealthy and powerful from surplus food produced on their farms. The city-states traded with each other and with the peoples of other cultures exchanging extra food and other goods for goods that they needed. As contact with the outside world continued, the Sumerians came into contact with other peoples and their ideas. The Sumerians adopted the ideas and beliefs from neighboring cultures. The process of spreading new ideas from one culture to another is called **cultural diffusion**.

)

Sumerian Culture

The Sumerian culture was as advanced as Egyptian culture. As their civilization progressed, great differences between groups in their society began to develop. This was the beginning of what is called *social classes*. At the top were the priests and kings. Wealthy merchants were next. The majority of Sumerians worked in the fields as farmers or as **artisans** and craftsmen. At the lowest level of Sumerian society were the slaves. Some of the slaves were foreigners captured in war. Other slaves were Sumerians sold into slavery to pay the debts of their family.

Social Classes of Sumerian Culture

• priest and kings	*highest social class*
• wealthy merchants	*second highest social class*
• farmers or artisans	*majority of society*
• slaves	*lowest level of society*

Sumerian Religion

The Sumerians, like the Egyptians, were **polytheistic**. They believed in many gods. Sumerians described their gods as having human qualities and personalities. They believed that their gods were immortal and all-powerful. Their gods were identified with the forces of nature. The Sumerians believed that disasters, like floods or **famine**, were the result of the gods being angry. In each city, they built large pyramid-shaped temples known as **ziggurats**, which means *mountain of god*. These temples contained storage areas for grains, precious gems, and woven cloth, all offerings to the city-state's god.

Temple priests acted as go-betweens with the gods. They made daily animal sacrifices to their gods to keep them happy. The Sumerians worked hard to earn their gods' protection throughout their life. They believed that the success of their crops depended upon the blessings of the gods.

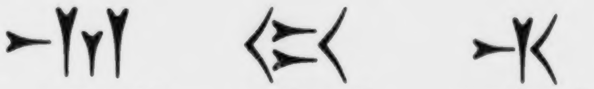
Although the Sumerian people believed in an afterlife, they did not believe that it was a reward for living well. An **epic** or long poem describing the deeds of legendary heroes called *The Epic of Gilgamesh*, was one of the world's earliest written works. This epic contains the religious beliefs of the Sumerian people. The story about creation as well as stories about key figures in Sumerian history are very similar to stories found in the Old Testament.

Sumerian Contributions to Civilizations

Writing

The Sumerians developed a writing system that looked very different from the Egyptian writing. Their system was known as **cuneiform** writing. Sumerian **scribes** or record-keepers used a sharp-pointed instrument called a **stylus** to make wedge-shaped markings on soft clay tablets. These clay tablets were then allowed to dry until they were hard or baked. The Sumerian alphabet consisted of over 600 characters or shapes. Cuneiform tablets contained some of the oldest written records of scientific knowledge. One of the first known maps was made on a clay tablet. Archeologists have found whole libraries of cuneiform tablets among Sumerian ruins.

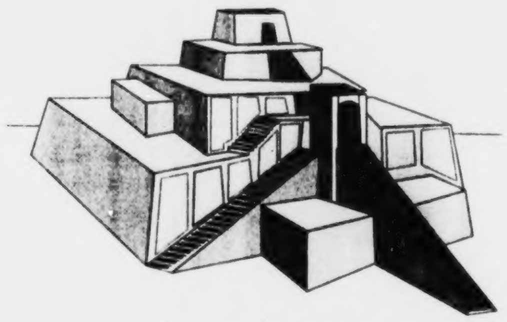
Examples of Cuneiform Writing



cuneiform **M** cuneiform **H** cuneiform **J**

Architecture, Engineering, and Science

While the Egyptians used large stones to build their temples and pyramids, the Sumerians used sun-dried bricks. The Sumerians invented the arch and built temple towers, or ziggurats. A ziggurat was a pyramid-like structure that was built in layers, each one smaller than the one below. It had stair-step floors that were usually seven stories. The highest was a shrine to the chief god.



a drawing of a ziggurat

Many of the Sumerians' ideas were a result of the need to solve their daily problems. Because of the threat of frequent floods or invasion, they had to erect dikes, plan irrigation systems, and build city walls. These practical needs meant that they needed to know about mathematics, including geometry. In mathematics, they developed a number system based on the unit 60. Today we use this unit in measuring time. They also developed a lunar calendar with 12 months.

Sumer's Successors

From 3000 B.C to 2000 B.C., the city-states of Sumer were constantly at war with one another. The constant warfare weakened them and made them easy to conquer. Sargon I of Akkad, a city-state north of Sumer, defeated the city-states of Sumer in 2350 B.C. The Akkadians, as they were known, adopted much of the Sumerian culture and helped to spread that culture farther beyond the Tigris-Euphrates Valley.

Sargon created the world's first empire. An empire unites peoples from different cultures under one ruler. Sargon created an empire that lasted for 200 years. At its height, his empire extended from the Mediterranean coast in the west to present-day Iran in the east. Although the Sumerians had an advanced culture, their civilization was eventually attacked and conquered by the Babylonians.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. an area of land that stretched from the Persian Gulf to the Mediterranean Sea

______ 2. the spreading of ideas or products from one culture to another

______ 3. a city and the surrounding lands that rules itself like an independent country

______ 4. a great lack of food

______ 5. a system of writing with wedge-shaped symbols invented by the Sumerians

______ 6. a pyramid-shaped building that was used as a temple to worship Sumerian gods

______ 7. a thick layer of mud

______ 8. the land between the Tigris and Euphrates rivers; early civilization began in this region

______ 9. people in ancient times who kept records

______ 10. a person who is skilled in a particular craft

______ 11. a long poem that describes the deeds of legendary heroes

______ 12. believing in many gods

______ 13. a sharp, pointed tool used for writing on clay tablets

A. artisan

B. city-state

C. cultural diffusion

D. cuneiform

E. epic

F. famine

G. Fertile Crescent

H. Mesopotamia

I. polytheistic

J. scribes

K. silt

L. stylus

M. ziggurat

Practice

Answer the following using complete sentences.

1. Describe the area known as the Fertile Crescent.

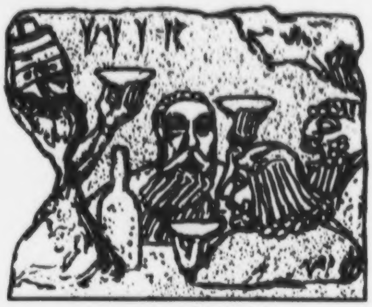
2. Why was the flooding of the Tigris-Euphrates Rivers important?

3. How was Sumerian society organized?

4. What were the main achievements of the Sumerians?

The Babylonians

In about 2000 B.C., a group of nomadic warriors from the Arabian Desert invaded Mesopotamia and captured the city-state of Babylon on the Euphrates River. The king of Babylon, Hammurabi, conquered both Akkad and Sumer. His empire stretched from the Persian Gulf northward through Mesopotamia. He established the Babylonian Empire. The Babylonians adopted and built upon the existing Sumerian culture. One of the most important things they adopted was cuneiform, the Sumerian system of writing with wedge-shaped symbols. Babylonian scribes wrote many new texts and recopied many Sumerian texts. From the supply of tablets that have been preserved, archeologists have been able to learn about the Babylonian culture.


an ancient Babylonian toast

Babylonian Culture

Like the Sumerians, the Babylonians were farmers and traders. They traded with other parts of the Fertile Crescent, with Egypt, and with India and China. Their social classes were similar to the Sumerians. The upper classes were made up of priests, nobles, and government officials. A middle class included merchants, farmers, and artisans. Slaves made up the lowest class.

Social Classes of Babylonian Culture

• priest, nobles, and government officials	*upper class*
• merchants, farmers, and artisans	*middle class*
• slaves	*lowest level of society*

Babylonian Religion

The Babylonians adopted many of the Sumerian religious ideas. They were polytheistic and worshiped many gods. Marduk, god of the city of Babylon, was their chief god. They made sacrifices to their gods to improve their harvests and help their business interests. The Babylonian priests were powerful members of Babylonian society. They used charms and spells to ward off evil spirits. Like the Sumerians, the Babylonians did not believe that an afterlife was a reward for living well.

Babylonian Contributions to Civilization

Code of Law

Hammurabi, the king of Babylon, is best known for creating the first system of laws, or rules, which was the *Code of Hammurabi.* This was the first set of laws by a leader designed to protect the citizen. He took what he thought were the best laws from all the lands that he ruled. Hammurabi put together the collected laws into a code that would be applied to every person in his kingdom. These laws were carved into a block of stone that was seven feet high. This made the code visible to all the people and was a lasting record of the laws of the land.

The code of laws, almost 300 in all, dealt with everything that affected the community, family relations, business, and crime. It stated which actions were considered violations and stated specific punishment for each. Although the code applied to everyone, it set different punishments for rich and poor and for men and women. Crimes of theft and violence were punished harshly, but the punishment depended on one's social class. If an aristocrat committed a crime against a commoner, the aristocrat was punished less severely. Much of Hammurabi's Code of laws was harsh by today's standards.

Hammurabi's Code

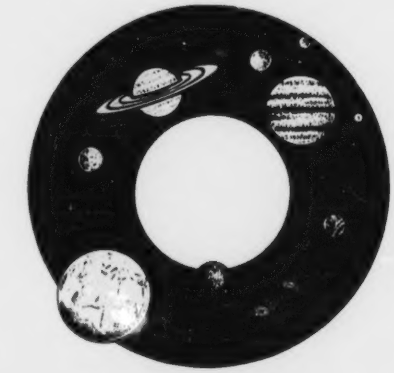
> *If a builder has built a house for a man and has not made his work sound so that the house he has made falls down and causes the death of the owner of the house, that builder shall be put to death. If it causes the death of the son of the owner of the house, they shall kill the son of that builder.*
>
> *If a man has stolen an ox, a sheep, a pig, or a boat that belonged to a temple or palace, he shall repay thirty times its cost. If it belonged to a private citizen, he shall repay ten times. If the thief cannot pay, he shall be put to death.*
>
> *If a woman hates her husband and says to him "You cannot be with me," the authorities in her district will investigate the case. If she has been chaste and without fault, even though her husband has neglected or*

> *belittled her, she will be held innocent and may return to her father's house. If the woman is at fault, she shall be thrown into the river.*
>
> *If a son has struck his father, they shall cut off his hand.*
>
> *If a man has destroyed the eye of a member of the aristocracy, they shall destroy his eye.*
>
> *If a man has knocked out a tooth of a man of his own rank, they shall knock out his tooth.*
>
> *If a man is robbed and the robber is not caught, the governor of the city shall give the victim the value of the stolen goods.*

Hammurabi's Code of laws began the idea that the government had a responsibility for what happened in society. Hammurabi stated that his goal was to cause justice to prevail in the land, and destroy the wicked and the evil, to prevent the strong from oppressing the weak and to further the welfare of the people. Hammurabi's Code of laws was a major advance in civilization. He was the first ruler to organize laws into a complete system. His code became the foundation for other legal systems in the future.

Astronomy

The Babylonians believed in astrology, the belief that the movements of the stars, planets, and other heavenly bodies directly affect the lives of people. Through their observations of the heavens, they learned to identify planets and predict eclipses. Eventually, the study of astrology by the Babylonians led to the development of the study of astronomy, the scientific study of the position, motion, and makeup or physical composition of planets and matter in outer space.



The Babylonians learned to identify the planets.

Practice

Answer the following using complete sentences.

1. What made Hammurabi a great leader?

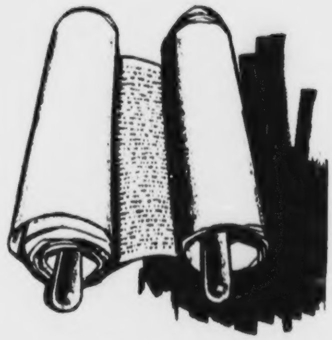
2. How was Hammurabi's Code of laws harsh by today's standards?

3. What were the main achievements of the Babylonians?

4. What cultural ideas did the Babylonians adopt from the Sumerians?

The Hebrews

Abraham



the Torah

The history of the Hebrew people can be traced in the first five books of the Hebrew Bible, also known as the **Torah** or the *law*. The principles of social righteousness and justice were handed down in the code of law of the Torah. In the Torah, God chose Abraham to be the father of the Hebrew people. Abraham was a herder and trader who lived in the Mesopotamian city of Ur. According to the Bible, God commanded Abraham to leave his home and move his family to a promised land.

> *Get thee out of thy country, and from thy kindred, and from thy father's house, unto the land I will show thee. And I will make of thee a great nation, and I will bless thee, and make thy name great; and be thou a blessing.*
>
> Genesis 12:1-2

The Hebrews believed that God made a **covenant** or an agreement with Abraham. If Abraham and his descendants remained faithful to their God, he would bless and protect them. In about 2000 B.C., at the command of God, Abraham and his family settled in a region known as *Canaan*. Canaan was located in the eastern end of the Mediterranean Sea. It was a land bridge or meeting point between Egypt and the rest of the ancient Middle East. Canaan contained rocky hills and deserts, fertile plains, and grassy slopes. Living as nomads, the Hebrew people herded sheep and goats. They shared this land with several other ancient cultures.

Although the Hebrew people lived among other civilizations, they did not share their polytheistic beliefs. Most ancient civilizations worshipped the local gods and goddesses of their city. They erected statues of their gods and built magnificent temples to honor them. The Hebrew's God was an invisible God. No physical images were made of their God. Because their God did not belong to any one place, the Hebrews could worship their God wherever they went.

The Belief of the Hebrews—Monotheism

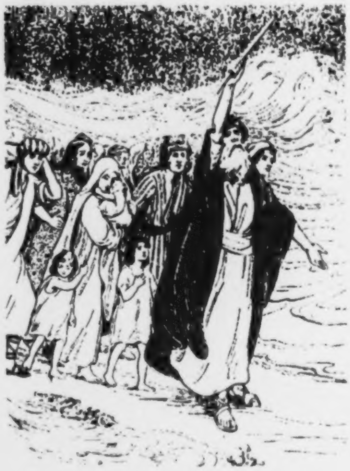
Hebrews believed that their God was an all-powerful God. Not only did God have power over the Hebrews but over people everywhere in the world. The Hebrews were the first people to accept the belief in a single God as the Creator and Supreme Ruler of the Universe. Their God held them to a very high standard of **moral** conduct. People were expected to treat each other justly and accept responsibility for their actions. The rich and powerful were to protect the poor and weak, and all people were equal before God. The Hebrews believed the main concern of religion is **ethics**, and people should listen to an inner voice of conscience and do only what is right and just.

This belief in one God is called **monotheism**. It was in direct contrast to the neighboring ancient civilizations of Mesopotamia and Egypt that worshipped many gods. The teachings of the Hebrews still exist today as the religion known as *Judaism*. Judaism later became a major world religion. Two other monotheistic religions were influenced by Judaism—Christianity and Islam.

Abraham's grandson Jacob, also known as *Israel*, raised 12 sons in Canaan and each son led a separate family group or tribe. These family groups became known as the 12 tribes of Israel. The Hebrews were also known as the *Israelites*. When a severe drought caused famine in the land, the Hebrews migrated to Egypt. There they prospered as farmers and herders for 400 years. Later the Hebrews were forced into slavery by the pharaoh Ramses II. The Egyptians made life bitter for the Hebrews with hard labor working in the fields or building Egyptian temples.

The Leadership of Moses

According to the Bible, a great leader named Moses **liberated** or freed the Hebrew people from slavery in the 1200s B.C. They fled from the land of Egypt back toward the Promised Land of Canaan. Their flight from Egypt became known as the *Exodus* or departure. The Bible describes this movement out of Egypt in the Book of Exodus. During the festival of Passover, Hebrews, or Jews as they are called today, recall the story of the Exodus from Egypt.



Moses leading the Hebrew people to the Promised Land.

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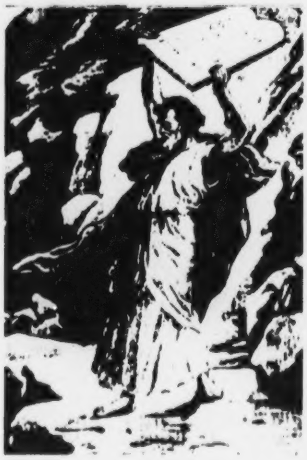

Moses and the Ten Commandments

Moses became the lawgiver of the Hebrew people. According to the Torah, Moses climbed up Mount Sinai to pray. It was there that he received two tablets of stone from God on which were written the Ten Commandments. The Ten Commandments became the basis of the religious laws of the Hebrews. The Ten Commandments were recorded in the Torah, the first five books of the Bible. The Hebrews believed that these laws once again affirmed the covenant originally made between God and Abraham. This covenant would continue through the generations. The Ten Commandments required that the Israelites follow a high standard of moral conduct. Hebrew law encouraged fairness and justice and strict rules for behavior.

> *I am the Lord thy God, who brought thee out of the land of Egypt, out of the house of bondage.*
>
> *Thou shalt have no other gods before Me. Thou shalt not make unto thee a graven image.*
>
> *Thou shalt not take the name of the Lord thy God in vain.*
>
> *Remember the Sabbath day, to keep it holy.*
>
> *Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee.*
>
> *Thou shalt not murder.*
>
> *Thou shalt not commit adultery.*
>
> *Thou shalt not steal.*
>
> *Thou shalt not bear false witness against thy neighbor.*
>
> *Thou shalt not covet thy neighbour's house; thou shalt not covet thy neighbour's wife… nor any thing that is thy neighbour's.*
>
> *Exodus 20:2-14*

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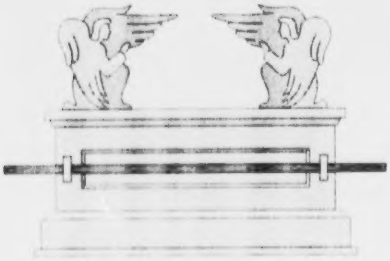
The Hebrew Kingdoms

After wandering in the desert for more than 40 years, the Hebrews settled in the Promised Land of Canaan. It was there that they set up their first kingdoms. From 1020 B.C. to 922 B.C., the Hebrews united under three kings: Saul, David, and Solomon. The New Kingdom was called *Israel*.



the Ark of the Covenant

Saul became king after he successfully drove out the Philistines, an enemy of the Hebrew people. David united all the Hebrew tribes and made Jerusalem the capital. Solomon, his son, was the most powerful of all the Hebrew kings. He built a great temple that was the home of the Hebrew's holy treasure, the *Ark of the Covenant*. It contained the tablets of Moses' law, the Ten Commandments. During his reign, he built a magnificent palace and many other building projects.

These building projects were costly. The people were forced to pay high taxes and spend one month out of every three working on the temple. The people became discontented. After Solomon's death, the Hebrew kingdom divided into two separate kingdoms, with Israel in the north and Judah in the south. For the next 200 years, both kingdoms had periods of prosperity followed by periods of fighting against one another. Eventually their independence would end.

The Assyrians, a people from Mesopotamia, captured Northern Israel in 722 B.C. and Judah in 683 B.C. The two kingdoms were too weak to stop the invasions. As a result of these conquests, the Hebrew people were scattered throughout the Assyrian Empire.

The Prophets

The Hebrew people had many men and women who were known as **prophets** or messengers of God. These prophets preached to the Hebrew people about obedience to God's law and warned their people of the dangers of breaking God's laws. The Hebrew Bible, the Torah, records the teachings of many prophets as well as the laws and history of the Hebrew people. The wisdom and teachings of prophets as Elijah, Isaiah, Deborah, and Micah are found in the first books of the Bible.

The Babylonian Captivity

In 586 B.C. the Chaldeans, another Mesopotamian civilization, captured Jerusalem and destroyed Solomon's temple. Many Hebrews who were captured were enslaved. They were taken from their homeland to the Chaldean capital city of Babylon. According to the Bible, the Hebrews remained in **exile**, separated from their homeland for many generations.

During this difficult period, prophets such as Jeremiah reminded the Hebrew people not to forget their duties to God and to one another. The prophets helped the Hebrew people to keep their culture and religious identity during their long Babylonian Captivity.

In 539 B.C., the Persians conquered the Chaldeans. The Persian king allowed the Hebrew people to return to their homeland and rebuild their temple. Many returned, but many also remained in Babylon. After the Babylonian exile, the Hebrew people were called *Jews*. Some Jews migrated to other areas in the Middle East. Ever since this time, Jews have existed outside their homeland in many other parts of the world. This has come to be known as the **Diaspora**, a Greek word meaning *scattered*, and stands for the scattering of the Jewish people from their homeland in Palestine after the Babylonian Captivity. As the Jews scattered around the world, they took the Torah with them and spread the teaching of their faith.

Hebrew Contributions to Civilization

Concept of One God

Although the armies of several mighty empires conquered the Jews, they made contributions to the world that have continued to this day. The Hebrews were the first to believe in one God. They believed that their God was wise and loving. Their God was also merciful and just. The religion of the Hebrews became important because its beliefs became the basis for later religions, Christianity and Islam.

Jews, Christians, and Muslims all honor Abraham, Moses, and the prophets. They all teach the ethical world view, or proper moral conduct, developed by the Hebrews: to live justly with one another, to share with one's neighbor, and to act with compassion.

Literature, Law, and Social Justice

the Ten Commandments

The ancient Jews made a major contribution to narrative art in the Book of Genesis, Judges, and Samuel and in the tales of the prophets and the Story of Ruth. People throughout the world still accept the Hebrew Bible, including the Ten Commandments, as teaching guides to ethical living.

Other civilizations had codes of law listing crimes and punishments. Hebrew law was the first to make the choice between right and wrong a matter of personal conscience. Almost 3,000 years ago, Jewish prophets spoke of universal peace and brotherhood. This personal sense of right has become a source for Western ideals of social justice.

The ideas of human dignity encouraged a more democratic society. The Jewish emphasis on charity as a duty shaped the growth of modern charitable organizations.

Division of Time

It is not known exactly how the manmade division of time of seven days equaling one week came into being, but the ancient Hebrews were among the first to use it. The Book of Genesis in the Bible says that the world was created in six days and the seventh day, or the Sabbath, was a day of rest and worship.

The Hebrew calendar was supposed to have started with the Creation, at a moment 3,760 years and three months before the beginning of the Christian era. The Hebrew year is based on the moon, similar to the Sumerian lunar calendar. The Hebrew year normally consists of 12 months which alternate between 30 and 29 days long. Extra months and days are added seven times in a 19-year period to adjust the calendar, just as we systemically adjust our calendars with the addition of one day every four years. The Hebrew calendar is still used today to mark the passage of time and dates of holidays.

Practice

Use the list below to write the correct term for each definition on the line provided.

covenant
Diaspora
ethics
exile
liberated
monotheism
moral
prophet
Torah

________________________ 1. to be freed or released

________________________ 2. the first five books of the Hebrew Bible

________________________ 3. good, honest, and truthful

________________________ 4. a promise or an agreement

________________________ 5. code of right or wrong conduct

________________________ 6. a religious leader who is believed to be able to interpret God's will

________________________ 7. belief in only one God

________________________ 8. the scattering of the Hebrew people from their homeland in Palestine

________________________ 9. separation from your homeland

Practice

Answer the following using complete sentences.

1. How were the religious beliefs of the Hebrews different from other ancient civilizations in the ancient world? ____________________

____

____

2. What did Hebrew laws encourgage? ____________________

____

____

____

3. Why is Moses important in Hebrew history? ____________________

____

____

4. Who were the prophets? How did they help the Hebrews preserve their faith? ____________________

____

____

____

____

____

____

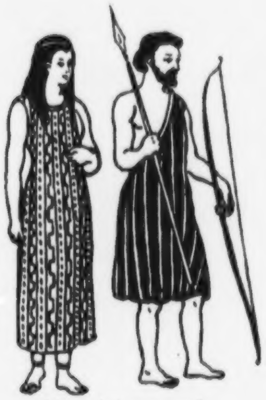
5. What caused the division of Solomon's kingdom? ______________

6. Describe the Babylonian Captivity. ______________

7. What were the contributions of the Hebrews to civilization? ______

The Phoenicians

From about 1200 B.C. to 800 B.C. the Phoenicians lived and prospered on the Mediterranean coast, north of Palestine. Phoenicia was a narrow area between mountains and the sea. There was little land for farming, but cedar trees were plentiful and could be used for building ships. The Phoenicians became highly skilled shipbuilders, navigators, and seafaring merchants. These merchants and traders became rich and built many great cities.



Phoenician couple

They founded several city-states around the Mediterranean, which often competed with one another. Their chief cities were Tyre, Sidon, and Byblos (see map on page 57). These city-states were located on natural harbors. This location allowed Phoenicia to develop a large merchant trade. They traded throughout the Mediterranean and even traveled to the coasts of Europe and Africa.

Although the Phoenicians traded goods from other lands, such as wine, weapons, valuable metals, ivory, and slaves, their trade centered around three products unique to their area: lumber, glass, and purple dye from a snail native to their coast. The purple dye known as *Tyrian* purple became their trademark. It became a favorite color of royalty. As a seafaring people, the Phoenicians built many colonies throughout the Mediterranean to promote trade. They founded colonies at Sardinia, Sicily, Malta, Cadiz, and Carthage which became the greatest and most important. Many historians believe that the Phoenicians may have sailed around the tip of Africa and to America. The Assyrians in 842 B.C. eventually conquered the Phoenicians, but Phoenician influence was evident for many centuries afterward.

Phoenician Contributions to Civilization

The Alphabet

The Phoenicians were known as the *missionaries of civilization* because of their role in spreading the culture and ideas of the civilizations that they came in contact with through trade. As merchants, the Phoenicians needed a system of writing that could quickly and efficiently record their business transactions. They are best known for developing a simple alphabet of 22 letters that replaced the cuneiform alphabet of more than 500 characters.

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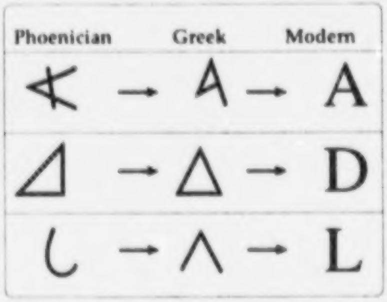
The Phoenician alphabet was phonetic, meaning that one sign equaled a sound. The word alphabet comes from the first two letters of the Phoenician alphabet: *aleph* and *beth*.

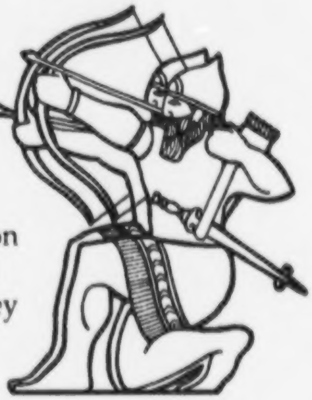


As they traveled throughout the Mediterranean, they introduced their alphabet to many other cultures. The Greeks adopted the Phoenician alphabet and changed the form of some of the letters. This simplified alphabet was one of the greatest contributions of the Phoenicians.

The Assyrians

From the end of Hammurabi's rule in 1750 B.C. until about 900 B.C., Mesopotamia was invaded and ruled by different groups of people. Each new group brought with them their own culture and added it to the culture established by the Babylonians and Sumerians. The Assyrians were a warlike people and quickly built a huge empire. From an earlier people known as the *Hittites*, the Assyrians learned how to use iron to make more powerful weapons. It was much stronger than copper or bronze, metals used by less advanced civilizations. Having learned how to use iron to make spears, swords, and arrows, their well-trained army was successful in battle.

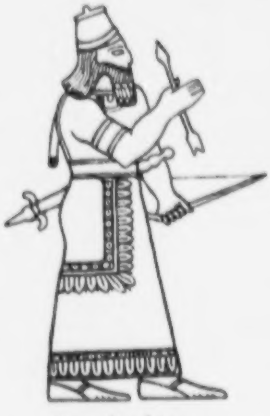
The Assyrian army was divided into foot soldiers, cavalry (soldiers on horseback), and archers with bows and arrows. Each group also had chariots, two-wheeled horse-drawn vehicles. In addition to being armed with iron spears and swords, Assyrian soldiers also wore iron helmets and breastplates. During battle, they used battering rams to break through the city gates. They also terrorized their enemies using cruelty and violence. They beheaded their enemies and made slaves of soldiers conquered in battle.



Assyrian archer soldiers

Many feared the Assyrians so much that they chose to pay **tribute**, offerings of gifts or money to the King of Assyria, rather than fight. By 900 B.C. the Assyrians conquered the Fertile Crescent and Egypt and established a great empire. With all the money and taxes collected from its conquered people, the Assyrians were able to build their capital at Nineveh, the showplace of the ancient world.

Assyrian Government


Assyrian king

Assyrian rulers used terror in ruling their subjects. They were cruel and harsh and often crushed any rebellions and **deported** many people from their homeland. King Assurbanipal of Assyria once bragged, "I am Assurbanipal, the Great King, the Mighty King, King of Kings." To govern their empire Assyrians divided it into provinces or small states. A governor who was responsible to the all-powerful king ruled each state or province. The governors collected taxes and enforced the laws of the king. A system of roads was built that allowed trade and military troops to move quickly to any part of the empire. The Assyrian Empire lasted 150 years before being destroyed. After the king's death, it became too difficult to hold such a large empire together. In 612 B.C. the Assyrian city of Nineveh was captured and destroyed by the Chaldeans.

Assyrian Contributions to Civilization

Great Libraries

The Assyrians were great builders. The capital of the Assyrian Empire, Nineveh, was a great walled city that became famous as the largest city of its day. Assurbanipal, an Assyrian king, built a great library at Nineveh containing the knowledge and achievements of many of the civilizations in the ancient world.

One of the world's largest libraries, it contained a collection of more than 25,000 clay tablets from throughout the Fertile Crescent. The Assyrians copied and edited many of the literary works of Babylonia. Dictionaries that contained the same words in several languages have helped scholars to better understand Mesopotamian writing and thus the ancient cultures of the Fertile Crescent.

The Chaldeans

In 616 B.C., the Chaldeans seized control of the city of Babylon. They captured and destroyed Nineveh and overthrew the Assyrian Empire. Many people throughout the Fertile Crescent celebrated the news of Nineveh's destruction.

The Hebrew prophet Nahum said:

> *And it shall come to pass, that all they that look upon thee*
> *Shall flee from thee,*
> *And say: 'Nineveh is laid waste;*
> *Who will bemoan her?*
> *Whence shall I seek comforters for thee?'*
>
> *Thy shepherds slumber, O king of Assyria,*
> *Thy people are scattered upon the mountains,*
> *And there is none to gather them.*
>
> *Nahum 3:7, 18*

The Chaldeans then gained control of the entire Fertile Crescent and created what became known as the *Second Babylonian Empire*. One of the greatest Chaldean rulers, King Nebuchadnezzar, expanded the Chaldean Empire as far west as Syria and Canaan. He defeated the Egyptians and captured Jerusalem. Fifteen thousand Jews were captured and sent to Babylon as slaves. The city of Babylon became the Chaldean capital and the center of a new and powerful empire.

Nebuchadnezzar made Babylon the most beautiful city in the ancient world. Walls that were 300 feet high and 80 feet wide enclosed the city. The Chaldean Empire flourished while Nebuchadnezzar ruled. After the king died in 562 B.C., civil wars and weak kings led to the eventual overthrow of the Chaldean Empire. The Book of Daniel in the Bible describes how Babylon was destroyed. A young Hebrew named Daniel told King Belshazzar that the mysterious words written on the wall said that his days were numbered and that his kingdom would be conquered by a mighty empire. In 539 B.C. the Chaldeans were overthrown. The Chaldean Empire became part of the Persian Empire when King Cyrus II seized Babylon.

Chaldean Contributions to Civilization

Architecture

During the reign of Nebuchadnezzar, the Chaldeans constructed the famous Hanging Gardens of Babylon, one of the Seven Wonders of the Ancient World (see page 45). According to legend, these lush rooftop gardens were designed and built to please the homesick wife of the king. The king had flowering trees and shrubs planted on terraces that rose 75 feet above the Babylonian plain and were visible from any point in Babylon. These magnificent gardens were watered by a complex system of pumps that pumped water from a nearby river.

Astronomy

The Babylonians studied the planets and the phases of the moon and the Chaldeans continued the recording of accurate observations of the heavens.

The Chaldeans continued the Babylonian practice of recording accurate observations of the heavens. The highest building in the city of Babylon was a 300-foot high ziggurat or temple-tower. Many scholars believe that this temple-tower inspired the story of the Tower of Babel in the Bible. From this temple, the priests studied the movements of the planets and the heavenly bodies. They recorded their observations of the stars and made maps showing the position of the planets and the phases of the moon. The Babylonians also believed in astrology, the belief that the placement of the stars influences a person's life. The Chaldeans, adding to the work of earlier civilizations, contributed to the science of astronomy.

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Practice

Answer the following using complete sentences.

1. How did the Phoenicians make a living? ____________________

   ____

   ____

   ____

2. What products did the Phoenicians trade? ____________________

   ____

   ____

   ____

3. What is the Phoenicians' contribution to civilization? __________

   ____

   ____

   ____

   ____

   ____

4. How did the Assyrians treat the people they conquered? ________

   ____

   ____

   ____

   ____

5. How did the Assyrians rule their empire? ____________________

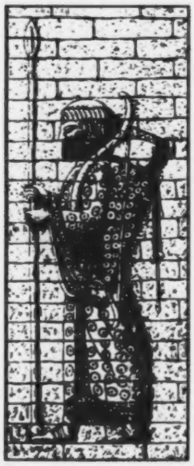
6. What are the Assyrians' contributions to civilization? ____________

7. What were the Hanging Gardens of Babylon? __________________

8. How did the Chaldean astronomers contribute to the science of astronomy? ________________________________

The Persians

The Conquests of Cyrus



Persian warrior relief

The ancient civilization of the *Persians* originated in the grass plains of central Asia. They eventually migrated to the Middle East. Cyrus, a powerful king, made Persia a mighty empire. He became known as *Cyrus the Great*. His armies conquered an empire that stretched from the Mediterranean Sea to Afghanistan and from the Arabian Sea north to the Caspian and Aral seas. He added Northern Mesopotamia, Syria, Canaan, and the Phoenician cities to his empire (see map on page 57). He brought an end to the Jews' Babylonian captivity. Cyrus allowed the Jews to return to Jerusalem in 538 B.C. Under Persian rule, the Jews rebuilt their city and temple and were permitted to practice their religion.

Under later kings, the Persian Empire grew until it stretched from the Nile River of Egypt to the Indus River of India. This was more than 3,000 miles. The Persian Empire was second to none. The Persians ruled more than 50 million people. The empire was so large that it was difficult to govern.

Darius Expands the Empire

The Persian King Darius I expanded and strengthened the Persian Empire He appointed **satraps**, or *governors*, to govern each province. To keep an eye on all his officials, Darius hired government inspectors who reported regularly to the king. These inspectors became known as the *eyes* and *ears* of the king. To encourage trade among the people of the empire and improve the movement of soldiers, he built a network of roads. This helped to link his huge empire together and encouraged trade.

Persia was one of the few early civilizations to use a standard currency as a medium of exchange. This made it easier for merchants to do business. For the first time, people no longer had to use the barter system. In the barter system, people had to trade goods for goods in order to trade with each other.

Unlike the Assyrians, the Persians treated the people they conquered fairly. They were tolerant rulers. They did not destroy the cities that they conquered or steal from the people. Conquered peoples could keep their own languages, customs, and religion. The Persians expected that in return, the people that they conquered would pay their taxes and obey Persian laws.

The Persians and the Greeks Go to War

In 499 B.C., Darius went to war with the Greeks living in Ionia in Asia Minor. The Greeks had revolted against Persian rule. When the Ionian Greeks asked the mainland Greeks in Greece to help them, Athens sent warships. King Darius was so angered at the mainland Greeks for helping Ionia that he sent 600 ships and thousands of soldiers to invade Greece. Although the Greeks were outnumbered, they managed to defeat the forces of Darius.

After Darius died, his son Xerxes led the forces of the Persian army in an effort to conquer the Greeks in 480 B.C. His efforts to conquer the Greeks also failed and eventually led to a weakening of the Persian Empire.

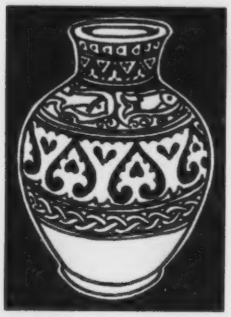
Persian Religion and Culture

Of all the Persian's cultural contributions, their religion was the most original. In religion the Persians followed the teachings of a Persian prophet named Zoroaster, who worshiped one god, Ahura Mazda. He taught that human beings had a choice between doing good and doing evil. He saw life as a struggle between the forces of good and evil. Ahura Mazda, the Wise Lord, was the supreme god who stood for truth, goodness, and light. Ahriman was the Evil Spirit that represented darkness. At the end of time, all souls would be judged according to which side they had chosen. Followers of Ahura Mazda would be rewarded by entering paradise. Followers of Ahirman would be sent to a dismal underworld.

Zoroaster's followers considered him to be a prophet. A collection of sacred writings of their religion are found in the sacred book called the *Zend-Avesta*. The teaching of the Persian religion about heaven, hell, and a final judgement are similar to the teachings of Judaism, Christianity, and Islam. The Persians adopted Zoroastrianism as the official religion of the empire.

Persian Contributions to Civilization

System of Roads



ancient Persian pot

By maintaining their vast empire, the Persians stimulated a cultural exchange among many peoples. The Persians adopted many ideas of the civilizations that they conquered. From the Assyrians, they learned how to subdivide their empire into provinces and to rule their vast empire efficiently. Also like the Assyrians, they continued the practice of connecting their empire with a system of roads which reached all parts of the empire. The Royal Road built by the Persian Empire connected Persia with Asia Minor and thus connected India with Persia for trade so that East met West.

Money Economy

To improve trade, the Persians set up a common system of weights and measures. The Persians also borrowed another idea, the use of coins, from a people known as the *Lydians*. The manufacture and use of metal coins as a medium of exchange promoted trade and made the Persian Empire prosper. Through their tolerance and good government, the Persians brought stability to their empire. They helped to preserve the ideas from earlier civilizations for the future.

Early Persians coins were made of electrum, a natural mix of gold and silver.

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Practice

Answer the following using complete sentences.

1. How did the Persians treat the people that they conquered?

2. Why was King Cyrus called Cyrus the Great?

3. How did the Persians govern their empire?

4. Who were the eyes and ears of the king?

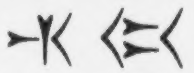
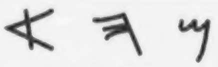
5. Describe the Persians' religious beliefs.

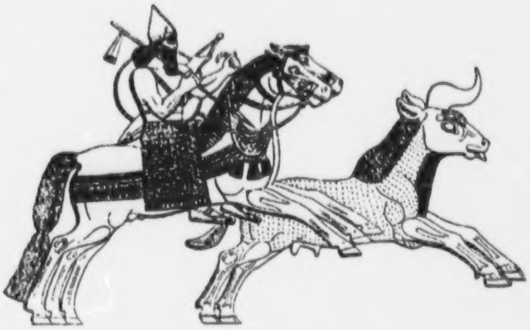
6. What were the Persian contributions to civilization?

Review

Many civilizations developed in the area known as the Fertile Crescent. Their kingdoms were established along the Tigris and Euphrates rivers and the eastern bank of the Mediterranean Sea. These early civilizations made many contributions that lasted long after their empires were conquered by other mighty empires. The Sumerians of Mesopotamia established the first great civilization. From them came the first writing system and a deep devotion to the gods. Although there were many successive invasions, the ideas of each conquering people were preserved and passed on to other groups.

Contributions of the Fertile Crescent

Sumerians	 *cuneiform writing*	*cuneiform writing is made up of wedge-shaped symbols which represent an alphabet of about 600 symbols*
Babylonians	*astronomy*	*astronomers knew the positions of planets in relation to the sun and could predict eclipse of the sun and moon*
Hebrews	*one God*	*concept of one God became the basis for later religions, Christianity and Islam*
Phoenicians	 *alphabet*	*alphabet contained 22 symbols standing for consonant sounds*
Assyrians	*a great library*	*a great library containing the knowledge and achievements of many civilizations of the ancient world*
Chaldeans	*Hanging Gardens of Babylon*	*one of the Seven Wonders of the Ancient World*
Persians	*metal coins*	*manufacture and use of metal coins*



Assyrian hunting wild ox

The strong military kingdom of Assyria built the beautiful capital of Nineveh and a great library with thousands of clay tablets that contained valuable information about life in ancient Mesopotamia. The Babylonians under their great King Hammurabi gave us the first system of laws and the Hebrews' greatest contribution was the belief in one God. Their beliefs later became part of two other major religions, Christianity and Islam. Other Hebrew beliefs that had powerful impacts were the ideas of social justice, respect for the law, and the worth of an individual.

The seafaring people known as the Phoenicians helped to spread the culture and ideas of civilizations they came in contact with through trade. They developed a simple alphabet that was adopted by many other civilizations. The Chaldean King Nebuchadnezzar made the city of Babylon a great center of trade and learning. He is also best known for building one of the Seven Wonders of the Ancient World, the Hanging Gardens of Babylon.

The Persians built and maintained the largest empire in the Middle East. They connected their vast empire with a system of roads that extended to every corner of their empire. They adopted many ideas of the civilizations that they conquered. They were fair and just in the treatment of the people they conquered, and through their tolerance and good government, the ideas of many civilizations are preserved for us to learn about today.

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Practice

Match each definition with the correct term. Write the letter on the line provided.

artisan
city-state
cultural diffusion
cuneiform
epic
famine
Fertile Crescent
Mesopotamia
polytheistic
scribes
silt
stylus
ziggurat

____________________ 1. a sharp, pointed tool used for writing on clay tablets.

____________________ 2. people in ancient times who kept records

____________________ 3. an area of land that stretched from the Persian Gulf to the Mediterranean Sea

____________________ 4. the land between the Tigris and Euphrates rivers; early civilizations began in this region

____________________ 5. a system of writing with wedge-shaped symbols invented by the Sumerians

____________________ 6. a long poem that describes the deeds of legendary heroes

____________________ 7. a thick layer of mud

____________________ 8. a settlement that is a small independent city and the surrounding areas

____________________ 9. a great lack of food

____________________ 10. a pyramid-shaped building that was used as a temple to worship Sumerian gods

____________________ 11. believing in many gods

____________________ 12. the spreading of ideas or products from one culture to another

____________________ 13. a skilled worker, such as a weaver or a baker, who makes goods by hand

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. code of right or wrong conduct

______ 2. governor of a province in the Persian Empire

______ 3. the first five books of the Hebrew Bible

______ 4. belief in only one god

______ 5. to remove a person or a group of people from their homeland

______ 6. payment that conquered peoples were forced to pay to their conquerors

______ 7. a promise or an agreement

______ 8. the scattering of the Hebrew people from their homeland

______ 9. good, honest, and truthful

______ 10. to be freed or released

______ 11. separation from your homeland

______ 12. a religious leader who is believed to be able to interpret God's will

A. covenant

B. deport

C. Diaspora

D. ethics

E. exile

F. liberated

G. monotheism

H. moral

I. prophet

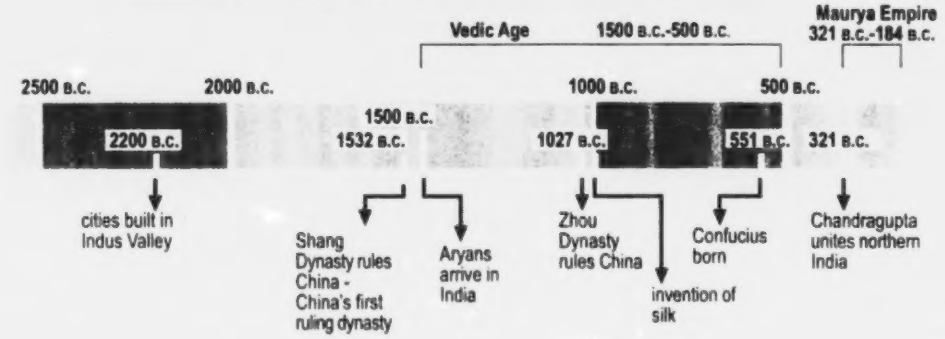
J. satrap

K. Torah

L. tribute

Unit 4: Early Civilizations in India and China (2500 B.C.-184 B.C.)

Timeline of Early Civilizations in India and China


Vedic Age 1500 B.C.-500 B.C.
Maurya Empire 321 B.C.-184 B.C.
2500 B.C.
2000 B.C.
1000 B.C.
500 B.C.
2200 B.C.
1500 B.C.
1532 B.C.
1027 B.C.
551 B.C.
321 B.C.
cities built in Indus Valley
Shang Dynasty rules China - China's first ruling dynasty
Aryans arrive in India
Zhou Dynasty rules China
invention of silk
Confucius born
Chandragupta unites northern India

This unit emphasizes the history and the contributions of the civilizations of ancient India and China.

Unit Focus

- characteristics and contributions of advanced civilizations in India and China
- geographic and political factors that helped bring about the rise and fall of ruling families in India and China
- religion and philosophy that influenced the development of both the Indian and Chinese culture

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Vocabulary

Study the vocabulary words and definitions below.

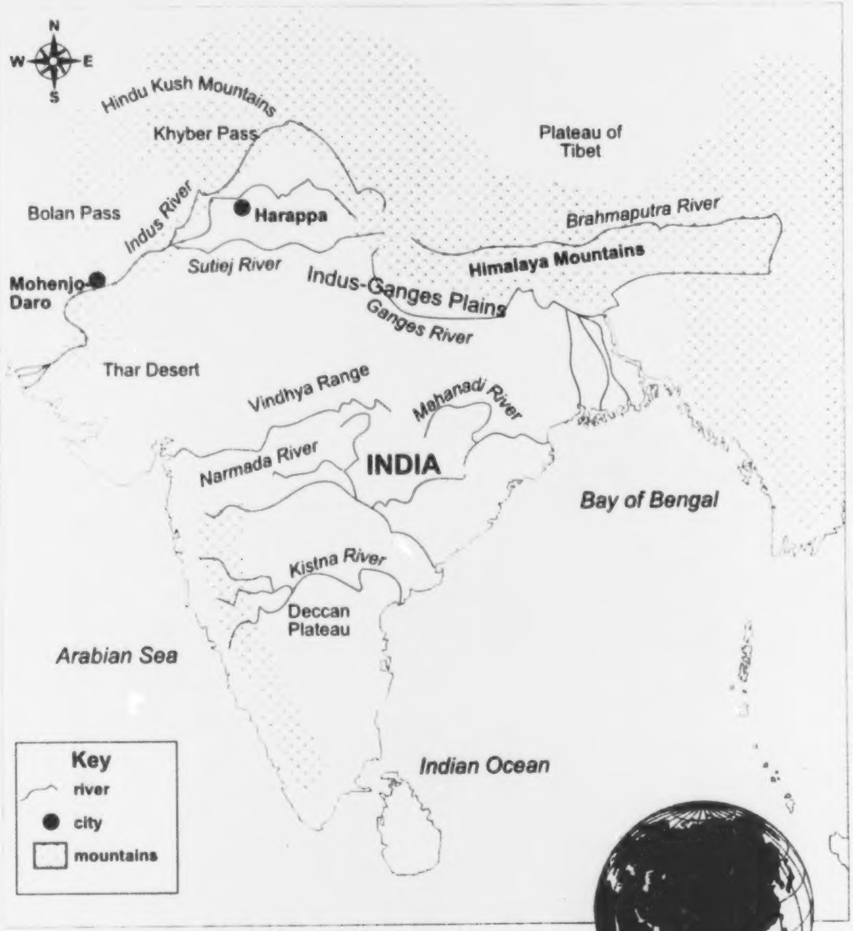
benevolent	desiring to do good to others; kindhearted
bureaucracy	a system of managing government through departments run by appointed officials
caste	an unchangeable social group into which a person is born
convert	to adopt a different system or belief
decipher	to decode or interpret
devout	deeply religious
domesticate	to adapt the behavior of an animal to the advantage of humans; to tame
dynasty	ruling family
feudalism	a system in which people owed loyalty to the wealthy landowners in exchange for protection
filial piety	respect for one's parents
loess	fine windblown yellow soil
monsoon	seasonal wind that is dry in one season and brings heavy rainfall in the other

oracle bone	bone used by Shang dynasty priests to predict the future
philosophy	any system of ideas based on values of an individual or culture concerning the source and nature of human knowledge
polytheistic	believing in many gods
Sanskrit	classical language of the Hindu peoples of India; the oldest literary language of the Indo-European family of languages
subcontinent	large area of land smaller than a continent

Early Civilizations in India and China (2500 B.C.-184 B.C.)

Ancient India

India is called a **subcontinent** because it is so large and is isolated from the rest of Asia by natural barriers. It is shaped like a triangle and extends south into the Indian Ocean. The Arabian Sea is on its West Coast and the Bay of Bengal on its East Coast. India lies north of the equator, but the lower region falls within the tropical zone and has a warm tropical climate.


N
W
E
S
Hindu Kush Mountains
Khyber Pass
Plateau of Tibet
Bolan Pass
Indus River
Harappa
Brahmaputra River
Himalaya Mountains
Mohenjo-Daro
Sutlej River
Indus-Ganges Plains
Ganges River
Thar Desert
Vindhya Range
Mahanadi River
Narmada River
INDIA
Bay of Bengal
Kistna River
Deccan Plateau
Arabian Sea
Indian Ocean
Key
river
city
mountains

Ancient India

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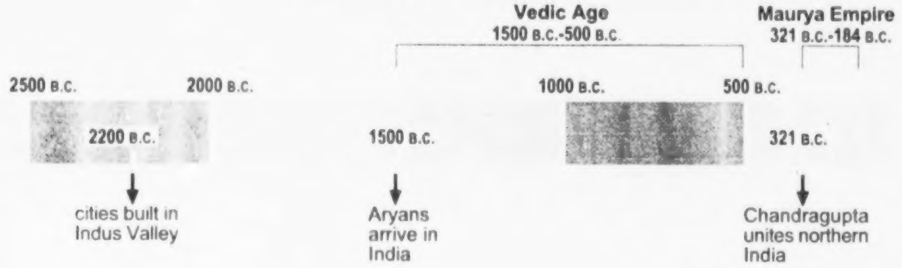
In the north, the Himalayan Mountains and the Hindu Kush Mountains surround India. However, throughout its history, it has been invaded by other civilizations that reached India by going through the Khyber Pass in the Hindu Kush Mountains. The Indus River and the Ganges River flow from these mountains across the northern plains of India. The Indus River flows southwest to the Arabian Sea, and the Ganges River flows southeast to the Bay of Bengal. These two great rivers water this fertile region. The Indus Plain attracted many invaders to India. Many of them came into India through the northwest mountain passes.

South of the plains is a region known as the *Deccan*, which forms most of India's peninsula. The Deccan is a plateau that includes mountain ranges, tropical forests, and rocky soil. The many mountain ranges have isolated population groups from one another throughout India's history.

Life in India also depends on the seasonal winds known as the **monsoons**. These seasonal winds blow consistently over India. The summer monsoons from June to October come from the southwest and bring moisture from the Indian Ocean and provide India with much needed rainfall that waters the farmers' fields. If summer monsoons are late or do not contain enough moisture, they can cause crop failures that lead to famine.

Timeline of Early Civilizations in India



Early Indus Valley Civilization (2500 B.C.-1500 B.C.)

The Nile River in Egypt and the Tigris and Euphrates rivers in Mesopotamia provided the ideal environment for early civilizations to develop and prosper. The first Indian civilization began in the Indus River valley. Two important cities developed along the Indus River by 2200 B.C.: Mohenjo-Daro and Harappa. These ancient cities were among the most modern in the ancient world. They had paved streets, brick houses, and public buildings. Most homes were large, with some standing two stories

high. They had indoor bathrooms and sewer systems. City dwellers included artisans and city workers. Many skilled craftsmen made pottery and jewelry, and built furniture. Ancient Indians were the first people to make cotton cloth. Outside the city, most people were farmers. They used irrigation to bring water to their fields during the dry season. They raised a variety of crops including grain, fruit, and cotton. The ancient Indians **domesticated** many animals, including elephants, sheep, goats, cats, and dogs. Merchants and traders sailed along the coast and traded with such far away places as Sumer in Mesopotamia.

A Mystery in History

Much of what we know of the early Indian civilizations comes from the work of archeologists. Many clay tablets with *pictograms* or picture symbols have been found on clay seals, but archeologists have not been able to **decipher** this ancient language. About 1500 B.C., the Indus River Valley civilization suddenly ended. There could be many reasons for their disappearance. Some historians think that a natural disaster like a flood or an earthquake may have weakened the Indus Valley cities. Other historians believe that the Aryans conquered and killed many of the people or drove them away.

Indus Valley People Contributions to Civilization

Arts and Crafts, Metalworking, and Measuring

The people of the Indus Valley developed many techniques similar to those developed in the Middle East. They used the potter's wheel to shape cups and other pottery and then decorated, glazed, and baked them. Smiths worked with copper and bronze to make ornaments, fishhooks, and spears. Indus Valley artisans decorated wooden furniture with inlays of bone, shell, and ivory.

Indian plate

The artisans and merchants of Harappa developed a uniform system of weights and measures. They used balance scales with weights of varying size to ensure fair trade practices. They measured with a ruler precisely marked .264 inches or about .66 centimeters.

The Aryan Invasions (2000 B.C.-600 B.C.)

Kingdoms of the Ganges

Aryans were light-skinned people from central Asia who crossed the mountain passes of northwestern India and invaded the Indus plain. The Aryans were a nomadic, warlike people. They had bronze weapons and horse-drawn chariots. The Aryans were much more powerful than the Dravidians who lived in the Indus Valley. They soon conquered the dark-skinned Dravidians, enslaved them, and drove many of them to the south. Eventually the Aryans controlled all the fertile plains of northern India. In the Ganges Valley, they settled and developed India's second great civilization.

The Vedic Age (1500 B.C.–500 B.C.)

The Aryan period is called the *Vedic Age*. During this time Indian civilization began to develop important customs and traditions. All that is known about the Aryan history and culture of this thousand-year period comes from the *sacred literature* known as the Vedas. The Vedas are four collections of prayers and rituals. The most important part of the collection is the Rig-Veda. The Rig-Veda contains many hymns and poems devoted to the Aryan gods. The Aryans had no writing system, so priests memorized and recited the Vedas for thousands of years before they were written down.

Examples of Sanskrit Writing

झ मं ऋं थं ल

The Aryan hymns and poems were in the Aryan language, an early form of **Sanskrit**. Sanskrit is the oldest literary language of the Indo-European family of languages. Even English is closely related to Sanskrit.

Comparing Languages

Sanskrit	mās	matar	nava	nakt	nas	trayas
English	month	mother	new	night	nose	three
German	monat	mutter	neu	nacht	nase	drei
Persian	māh	mādar	nau	shab	bini	se
Spanish	mes	madre	nuevo	noche	nariz	tres
Swedish	månad	moder	ny	natt	näsa	tre

Aryan Society and Religion

The Vedas tell us that Aryans divided people by occupation. This division was the beginning of the **caste** or class system. Under this system, Aryan society was divided into several separate groups by occupation. The three basic groups were *Brahmins* or priests; the *Kshatriyas* or warriors; and the *Vaisyas* or farmers, merchants, and artisans. The class that particular Aryans belonged to was determined by who their parents were. This, in return, also determined their role in society.

Non-Aryans, mostly Dravidians workers and laborers, made up a fourth and lowest class known as the *Shudras*. To prevent intermarriage and maintain their superiority, the Aryans put the Dravidians into a separate and inferior class. There was also a classless element, the outcasts or *untouchables*, who performed the lowest tasks. For the lowest-ranked outcasts, life was harsh and restricted. They were outside the caste system for such reasons as being foreign born, committing a crime, breaking cultural rules, or being non-Hindu. These class divisions among the Aryans grew more complex throughout time.

The Aryans were **polytheistic**. They worshipped nature gods and goddesses. The Brahmins, or priests, offered sacrifices of food, rituals, and prayers to their gods. They believed that their gods would give them good health, victory in war, and wealth. The Aryan religion began to change. The Aryan religion gradually changed into Hinduism, which became the major religion in India. Unlike most major religions, Hinduism has no single founder and no single sacred text. Hinduism grew out of the combination of beliefs of the diverse groups of people who settled in India.

Aryan Government

As their civilization advanced, the Aryans gave up their nomadic ways and formed independent states that were ruled by *rajahs* or chiefs. A rajah was the most skilled warrior and elected to this position by a council of warriors. These independent states eventually became small kingdoms with *self-governing* farming villages. Aryans eventually interacted with the people that they conquered as they migrated further into the Ganges basin. By 500 B.C., a new Indian civilization was created. There were many rival kingdoms, but they shared many common Aryan and Dravidians cultural traditions.

Aryan Contributions to Civilization

Language, Literature, Government, and Religion

Aryan language and literature; ideas about government, law, social classes; and religious traditions had far-reaching effects on India's future. Their ideas and religious traditions became strong influences in Indian life.

The Maurya Empire (321 B.C.–184 B.C.)

Chandragupta Maurya

The Maurya were an Indian family that created India's first great empire. Their kingdom included most of northern and central India. Chandragupta Maurya established a *centralized* government with a well-organized **bureaucracy**. Government officials loyal to the emperor collected taxes, supervised the building of roads and harbors, and managed the government-controlled factories. Chandragupta's rule was harsh. He used a powerful army and a network of spies to control his huge empire.

Asoka

Asoka, Chandragupta's grandson, continued the Mauryan conquest of India. His armies migrated southward, fighting a bloody war to conquer the Deccan region of India. His conquests continued until he controlled more than two-thirds of India. Sickened by the killing of 100,000 people during his bloody conquests, Asoka turned his back on further conquests. He rejected war and violence. He vowed to rule by moral example. Asoka had become a **devout convert** to a new religion known as *Buddhism*, which taught nonviolence. Asoka had written on stone pillars and large rocks his new beliefs and sent missionaries out to spread his new faith. He

Buddhism taught the following:

- suffering is brought on by peoples' desires, and suffering can be ended and complete happiness found by ending all desires
- treat all living things with loving kindness
- reject the caste system and treat everyone, women and men, rich and poor, with respect

restricted the killing of animals and encouraged others to become vegetarians. As a **benevolent** emperor, he followed a code of conduct that emphasized truth, justice, and religious tolerance. Asoka's rule brought peace and prosperity to India. He was considered to be one of the greatest rulers in the world. After his death, the Maurya Empire declined. Five centuries of invasions, wars, and disorder followed.

At about A.D. 320, northern India was again united under one ruler, Chandra Gupta I. (He was no relation to the long-dead Chandragupta Maurya.) He and his successors brought a Golden Age to India. Science and learning thrived during the Gupta Period. The Gupta Empire would rule India during the 4th and 5th centuries A.D.

Practice

Use the **map** *below to correctly* **locate** *the* **places** *listed. You may refer to the map on page 99. Write the number on the line provided.*

_____ Arabian Sea

_____ Bay of Bengal

_____ Ganges River

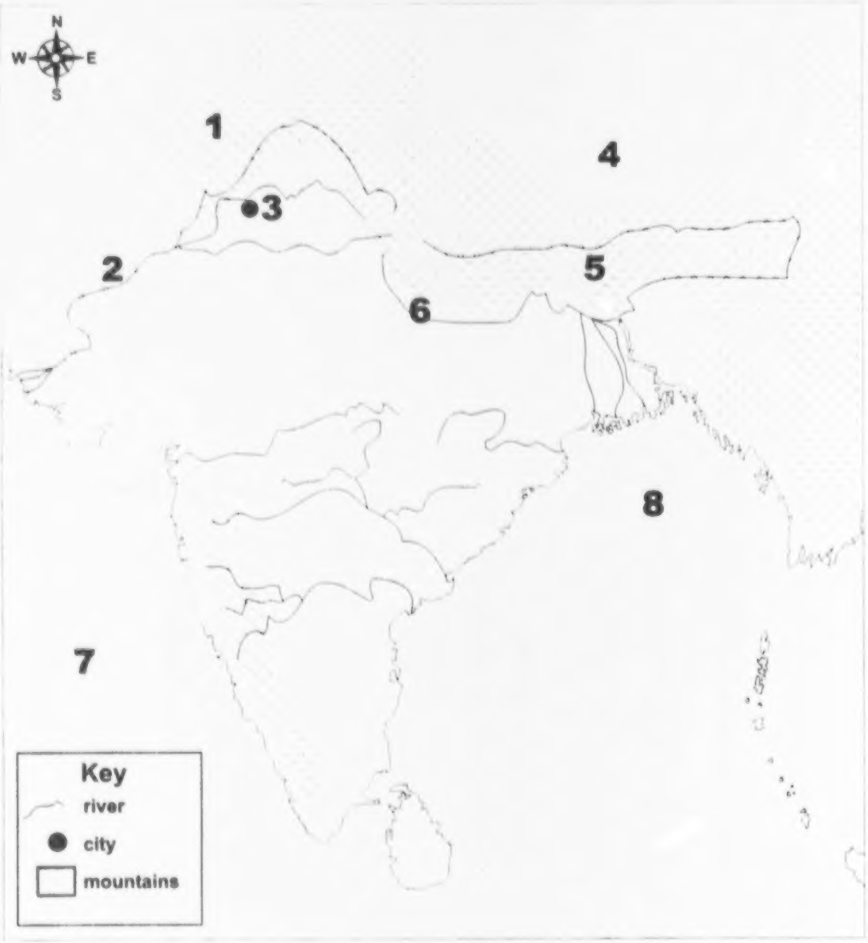
_____ Harappa

_____ Himalaya Mountains

_____ Indus River

_____ Khyber Pass

_____ Plateau of Tibet


N
W
E
S
1
4
3
2
5
6
8
7
Key
river
city
mountains

Practice

Answer the following using complete sentences.

1. How did the geography and climate of India affect the development of early civilizations? ______________________________

2. Why do we know so little about the Indus Valley Civilization? ____

3. What evidence do we have that the Indus Valley people were an advanced civilization? ______________________________

4. Describe how the Aryan invasions affected Indian culture. ________

5. What do the Vedas tell us about Aryan society? ________

Aryan religion? ________

6. How did the rule of Chandragupta differ from that of his grandson Asoka? ________

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a system of managing government through departments run by appointed officials

______ 2. an unchangeable social group into which a person is born

______ 3. believing in many gods

______ 4. to adopt the behavior of an animal to the advantage of humans; to tame

______ 5. large area of land smaller than a continent

______ 6. deeply religious

______ 7. seasonal wind that is dry in one season and brings heavy rainfall in the other

______ 8. to adopt a different system or belief

______ 9. classical language of the Hindu peoples of India; the oldest literary language of the Indo-European family of languages

______ 10. to decode or interpret

______ 11. desiring to do good to others; kindhearted

A. benevolent

B. bureaucracy

C. caste

D. convert

E. decipher

F. devout

G. domesticate

H. monsoon

I. polytheistic

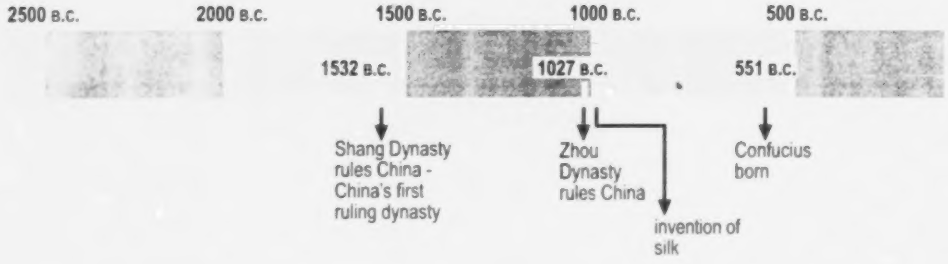
J. Sanskrit

K. subcontinent

Ancient China

China is a huge country in eastern Asia. Although India and China share a border, the ancient Chinese had very little contact with the Indian civilization. China was isolated from the rest of Asia by mountains in the south and west, the Gobi Desert in the north, and the Yellow Sea in the northeast. The ancient Chinese believed their country was the center of the civilized world. They called their homeland the Middle Kingdom. Early Chinese civilizations developed along the Yellow River Valley, which is also called the *Huang He River Valley*. The Huang He River, like the Tigris and Euphrates rivers in Mesopotamia, deposits soil along its banks. The Huang He River got its name from the **loess**, or fine windblown yellow soil, that settles to the river bottom and gives it a yellow color. Although this rich soil was suitable for farming, the many floods caused such destruction that China's Huang He River came to be called *China's Sorrow*.

Timeline of Early Civilizations in China



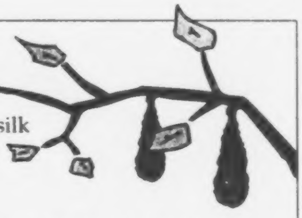
Shang Dynasty (1532 B.C.-1027 B.C.)

China's first **dynasty** or ruling family was called the Shang. The Shang rulers set up their empire in the Huang He Valley. Their walled capital city at Anyang had public buildings, shops, and areas for food storage. Unlike other ancient cities found in the Indus Valley or Fertile Crescent, Anyang was built mainly of wood. At the center was a palace and a temple. Earthen walls protected the city from invasion.

Shang Society

Under the Shang dynasty, society in China was controlled by a small upper class. The royal family and the warrior nobles were considered the highest social classes. Shang kings were both political and religious leaders. They were believed to have the power to communicate with the gods. The nobility and other people of high birth lived in large timber or stone houses in the city. The noble families owned all the land. They governed the villages and sent tribute to the Shang king in exchange for local control of their territories. The lower classes—peasant farmers, artisans, and slaves—made up most of the population. They lived outside the city in farming villages. Farmers did not have plows. They used only digging sticks and hoes to cultivate their land. Their chief crops were millet (a type of grain), rice, barley, wheat, and vegetables. They also raised silkworms and used the threads to make beautiful silk cloth. Life for the lower classes was harsh, as it was for many peasants in ancient civilizations. Long hours were spent working on the nobles' lands or repairing irrigation dikes.

Discovery of Silk



The silkworm, really the caterpillar form of a moth, has been producing silk for more than 4,000 years. It requires a diet of mulberry leaves and demands much attention.

Chinese legend says the Empress Si-Ling-Chi, wife of a king discovered how to make silk fabric. While walking in her garden, she noticed strange cocoons in the limb of a mulberry tree. She plucked the cocoon and found she could unravel it into a long threadlike fiber. The empress then gathered the fibers and spun them into a radiant piece of cloth.

Silk quickly became a prized item of trade for ancient China. Determined to keep other civilizations from discovering how to make silk, the Chinese threatened anyone who told where silk was obtained with death. The Chinese held on to the secret of silk making for hundreds of years.

Shang Religion

The Shang worshipped many gods and nature spirits. The Shang people believed that the gods controlled all things. They believed that prayer to one's ancestors was essential to influencing the gods. The Chinese called upon the spirits of their ancestors to bring good fortune to their family. Sacrifices and food offerings were made to honor one's ancestors' spirits. Writing was developed for religious use. Priests wrote questions to the gods on **oracle bones** made of animal bones and tortoise shells. These bones were heated until they cracked. The shape and position of the cracks determined the gods' answer. The writings on the oracle bones are the oldest examples of Chinese writing.

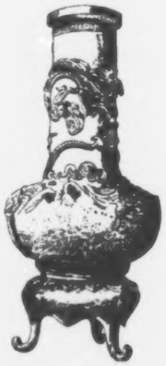
The Decline of the Shang Dynasty

The Shang dynasty lasted for about 500 years. Over the course of time, the dynasty grew weak because it lacked strong leaders. Little by little, powerful nobles gained control of Shang territories. Eventually the Shang dynasty was overthrown by a dynasty known as the *Zhou* (joe). The Zhou was a group of wandering herders from northwest China. They overthrew the last Shang king and eventually adopted much of Shang culture.

Shang Contributions to Civilization

Writing, Arts and Crafts, and Astronomy

Chinese civilization during this early period was very advanced. The Shang Dynasty developed a system of writing that used thousands of picture symbols or "pictograms" to represent objects and ideas. The Shang produced beautiful pottery made from porcelain. They learned to weave silk cloth from the threads of silkworms and made finely embroidered silk shoes. Shang artists became famous for their bronze work. The used bronze to make small or large, artistically designed objects used for religious practices. Weapons and massive cauldrons weighing almost a ton were also made of bronze. Modern admirers say that the skills of the Shang bronzesmiths have never been surpassed. The Shang also used a wheeled, horse-drawn chariot in warfare.



Chinese bronze vase

Chinese astronomers recorded all of the eclipses of the sun and moon. They also devised a 12-month calendar with 365 days and correctly identified the first day of each of the four seasons. Shang astronomers also kept records of rainfall and drought to predict the weather.

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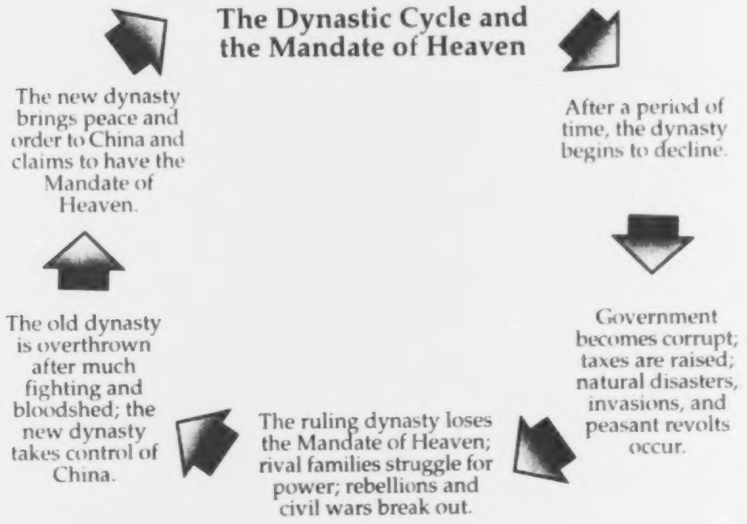
Zhou Dynasty (1027 B.C.-256 B.C.)

New Ideas about Government—The Mandate of Heaven

The Zhou royal family conquered the Shang dynasty and established their own ruling family, or dynasty, that lasted more than 800 years. The Zhou rulers developed a new **philosophy** known as the *Mandate of Heaven*. The Zhou rulers called themselves *Sons of Heaven* and claimed to rule by the Mandate of Heaven. The Mandate of Heaven meant that China's ruling families received their power to rule from the gods. A dynasty could rule only as long as it kept the mandate. The Zhou claimed that the Shang dynasty lost the Mandate of Heaven because they governed poorly.

Every dynasty in China began when a powerful ruler defeated the last king of the old dynasty. The Chinese people believed that they had the right to overthrow their ruler if he did not rule wisely. The Mandate of Heaven became an important part of Chinese philosophy about government. Natural disasters and rebellions were thought to be signs that the gods were unhappy with a king's rule. Historians describe the pattern of the rise, decline, overthrow, and replacement of dynasties as the *dynastic cycle*.



The Dynastic Cycle and the Mandate of Heaven

The new dynasty brings peace and order to China and claims to have the Mandate of Heaven.

After a period of time, the dynasty begins to decline.

Government becomes corrupt; taxes are raised; natural disasters, invasions, and peasant revolts occur.

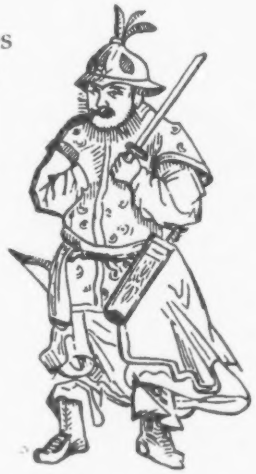
The ruling dynasty loses the Mandate of Heaven; rival families struggle for power; rebellions and civil wars break out.

The old dynasty is overthrown after much fighting and bloodshed; the new dynasty takes control of China.

Feudalism and the Time of the Warring States

To control their newly conquered land, the Zhou kings set up a system known as **feudalism**. The Zhou's empire was not a single kingdom. It was a collection of large estates. Under feudalism, land is subdivided and given to the nobility to use. (In later centuries, feudalism also developed in Europe and Japan.) In return, the nobles who are granted the land owe loyalty and military service to the king. They must also promise to protect the people who live on their land. The Zhou king and the feudal nobles promised to help one another during times of war and peace. Zhou kings had great power and ruled China for about 250 years of the 800 years, after which the feudal lords exercised the real power and profited from the lands worked by peasants within their area.

Over the course of time, local feudal nobles grew stronger than the king. As their towns grew into cities and their territories expanded, the political power of the Zhou kings declined. By 771 B.C. feudal nobles had the real power in China. Zhou kings soon became powerless to control the noble families. Powerful warlords constantly fought among themselves for wealth and territory. This period of time in Zhou history came to be known as the *Years of the Warring States*. The Zhou dynasty became weak from the constant warfare. After many years of war among rival families, they were eventually conquered and ruled by a new dynasty known as the *Qin* (see Unit 9).



Zhou Contributions to Civilization

The First Books

The Chinese made important achievements during the Zhou dynasty. Under the Zhou, the Chinese made the first books, which were constructed of bound, thin strips of wood or bamboo. They carefully drew characters on the surface with a brush and ink. The earliest books, included histories and religious works. The *I Ching* or *Book of Changes* is a handbook for diviners and is still used today by people who want to tell the future. The *Book of Songs* describes the lives of farming people, praises kings, and

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describes court ceremonies. The book also includes tender or sad love songs with one describing a young woman's complaints to her family about forcing her into a marriage she does not want.

Silkmaking

During this period, the Chinese also built and improved roads. China's cities became the center of trade and merchants used metal coins as a way to trade for goods. The production of silk and other goods increased. The Chinese cultivated silkworms and the mulberry trees on which they fed. They made silk from the cocoons of the silkworm and wove the silk threads into smooth cloth that was colored with brilliant dyes. Silk became China's most valuable export and this led to an increase in foreign trade. The trade route that eventually linked China and the Middle East became known as the *Silk Road*. The Chinese kept the process of silkmaking a secret to protect this profitable trade.

Metalwork and Messengers on Horseback

Other developments included the use of iron in making tools and weapons. Helpful to the Chinese farmer were the invention of the iron plow and the development of irrigation and flood control systems. The Zhou dynasty continued making bronze ceremonial vessels, weapons, and armor. Metalsmiths also cast sets of large bronze bells to use in religious services.

Nomadic tribes in the north taught the Zhou how to domesticate and ride the horse. Soldiers rode on horseback instead of driving war chariots. Messengers on horseback could carry news throughout the empire faster than runners.

Chinese Philosophies

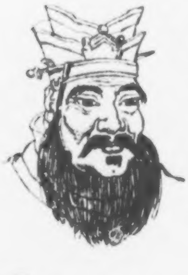
Confucianism: Confucius (551 B.C.-479 B.C.)

Confucius was born during a time when the Zhou dynasty was experiencing constant fighting among the Chinese warlords. He was born to a noble but poor family and grew up to be a scholar, teacher, philosopher, and adviser to political leaders. Confucius believed that social order, harmony, and good government would improve Chinese society. He also taught the concept known as **filial piety**, respect for one's parents and family ancestors. Confucius put filial piety above all other duties, even loyalty to the state.

His ethical code of conduct emphasized five basic relationships: ruler to subject; father to son; husband to wife; older brother to younger brother; and friend to friend. A code of conduct regulated each of these relationships. Rulers should rule wisely and fairly. Subjects should show respect for the law and loyalty to their leaders. Children should show respect for their parents and elders. In the first four relationships, the superior person was considered worthy of obedience and respect. In addition, the superior person was expected to set an example of moral and ethical conduct. Just as a father was responsible for the misdeeds of his children, so also was a ruler responsible for the actions of his officials.

Confucius tried to teach his students how to become good public officials. He believed that education could transform a humbly born person into a gentleman. Confucian virtues of honesty, politeness, generosity, and loyalty were taught to those preparing for government service. Confucius' values became part of Chinese culture, and his ideas had an important influence on Chinese history for centuries.

Confucius



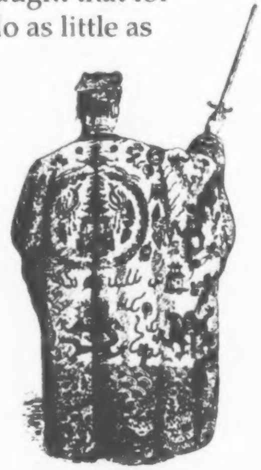
Confucius was a Chinese philosopher whose ideas had great influence on the people of China. He wanted to improve society and achieve good government. Although no books written by Confucius have been found, his sayings and teachings were recorded by his students. The following three sayings are attributed to Confucius.

- *When you have faults, do not fear to abandon them.*
- *For everyone called to the government of nations and empires, [he must] show himself as a father of the common people.*
- *What you do not want done to yourself, do not do to others.*

Like two other influential thinkers who lived about the same time, Gautama Buddha in India and Socrates in Greece, Confucius did not write down his ideas. After his death, students collected his sayings in the Confucian *Analects*. Confucianism never became a religion, as Buddhism did, but Chinese rulers would base their government on the ideas of Confucius and choose scholars of Confucius as officials. The Confucian emphasis on filial piety helped preserve, or keep, traditional customs such as respect for ancestors.

Daoism: Laozi (6th Century B.C.)

Laozi was another great philosopher and teacher. He taught that for society to achieve happiness, the government should do as little as possible and leave people alone. Laws, he believed could not improve conditions. People should be allowed to conduct their own affairs. Living passively and accepting your lot in life would lead to peace of mind. He is credited with writing *The Way of Virtue*, a book that had great influence in Chinese life.



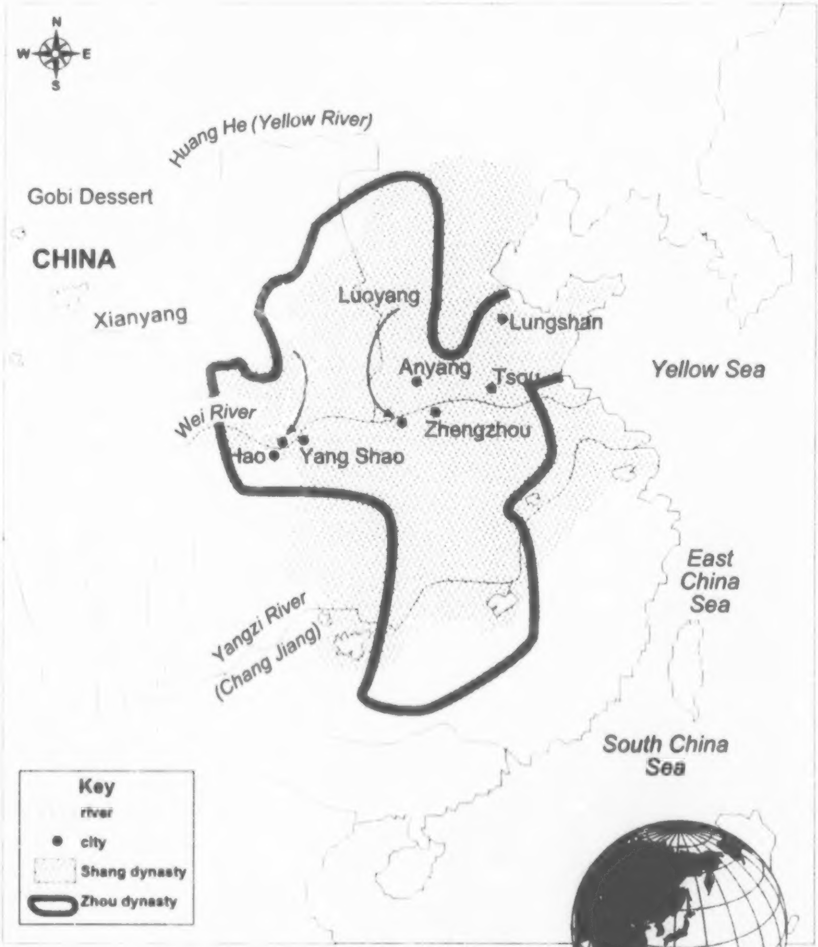
Daoist priest from behind

Laozi believed that a universal force known as the *Dao*, meaning the *way of nature*, brought harmony to one's life. He believed that a universal force guided all things and that people should live as simply as possible in harmony with nature. This philosophy became known as *Daoism* and later became a polytheistic religion. Daoists had no interest in bringing order to human affairs; they sought to live in harmony with nature.

Legalism: Hanfeizi (3rd Century B.C.)

Out of the teachings of another Chinese philosopher, Hanfeizi, who died in 233 B.C., came a very different school of thought. Hanfeizi believed that the nature of man is evil, and goodness must be acquired. He insisted that the only way to achieve order was through strict laws and harsh punishments. Hanfeizi's teachings were known as *Legalism*.

Legalists urged government leaders to use harsh rule as a means of ending social disorder and restoring peace and harmony. A powerful government could maintain social order. They taught that rulers should reward the obedient and severely punish the disobedient. Punishment was the best means to maintain social order. Followers of Legalism also wanted to control what they believed to be dangerous ideas. Legalists wanted to strictly control the ideas of writers and thinkers, especially if they were critical of the government. These ideas were the official policy used by the dynasty that replaced the Zhou, the Qin dynasty (see Unit 9). Its ruler brought an end to the disorder that plagued the Zhou dynasty.


N
W
E
S
Huang He (Yellow River)
Gobi Dessert
CHINA
Xianyang
Luoyang
Lungshan
Anyang
Tsou
Yellow Sea
Wei River
Hao
Yang Shao
Zhengzhou
East China Sea
Yangzi River (Chang Jiang)
South China Sea
Key
river
city
Shang dynasty
Zhou dynasty

China in Shang and Zhou Times

Practice

Answer the following using complete sentences.

1. Why is the Huang He River called China's Sorrow? ____________

____

____

____

2. Why did the Shang pray to their ancestors? ____________

____

____

How did they communicate with their spirit gods? ____________

____

____

3. How did the Mandate of Heaven determine the rise and fall of dynasties in China? ____________

____

____

____

____

____

____

4. What are two major achievements the Chinese made during the Shang and Zhou dynasties?

5. Compare and contrast the ideas and ways of life of Confucius and Laozi.

6. Write a paragraph that agrees or disagrees with the statement below.

   The Chinese philosophy of Legalism argued that strict laws and severe punishments were necessary to maintain social order.

Practice

Use the **map** *below to correctly* **locate** *the* **seas and rivers** *listed. You may refer to the map on page 118. Write the number on the line provided.*

______ East China Sea

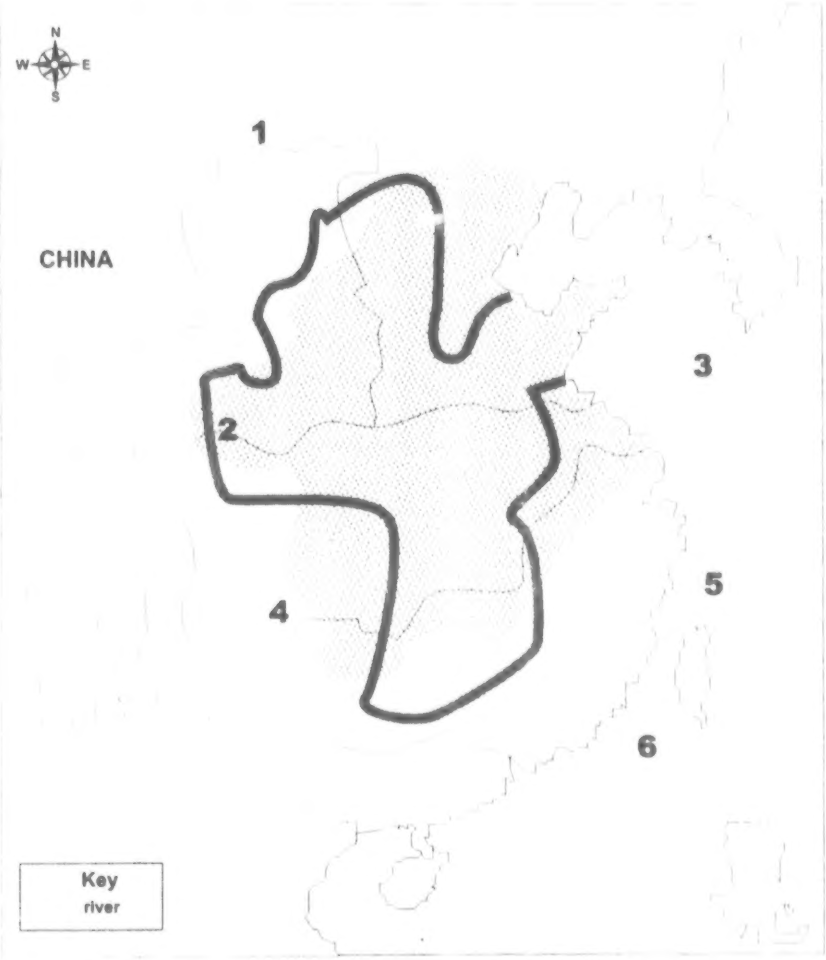
______ South China Sea

______ Wei River

______ Yangzi River (Chang Jiang)

______ Huang He River (Yellow River)

______ Yellow Sea



Review

India, a subcontinent in Asia was isolated from the rest of the world because of its natural barriers. Mountains, plateaus, and seas surround India. Ancient people were able to migrate into India through the Khyber Pass of the Hindu-Kush Mountains. In the Indus River Valley, the first ancient civilization developed. Two important cities prospered. They were called Mohenjo Daro and Harappa. This advanced civilization had paved streets, sewer systems, and two-story homes.

Most of what historians know about this civilization comes from information gathered by archeologists. No one has been able to decipher their ancient language. About 1500 B.C. the Indus Valley civilization suddenly vanished. It is believed that a natural disaster or invasions from the north drove them away.

A wandering nomadic tribe known as the Aryans invaded India and drove the native inhabitants south. They conquered the darker-skinned Dravidians, a more advanced Indian civilization, and eventually settled in the Ganges Valley. Most of what has been learned about the Aryans comes from their sacred literature known as the Vedas. The Aryans introduced Indian civilization to a new religion which is believed to be the foundation of the Hindu faith. The Aryan society was based on a person's occupation and the class of his or her parents. In the beginning, the Aryans did not mingle with the darker-skinned Dravidians culture. However, over the course of time, Aryan and Dravidian traditions blended to form a new Indian civilization. Chandragupta Maurya created India's first great empire. Asoka, his grandson, tired of killing and conquest, converted to a new religion known as Buddhism. This new religion taught its followers to practice nonviolence and a code of moral conduct. Asoka helped to spread his religion throughout India and the rest of Asia.

Buddha

China, another region of Asia that was isolated from the rest of the world by natural barriers, also developed an advanced civilization in the Huang He or Yellow River Valley. China's first ruling family or dynasty was known as the Shang dynasty. The Shang dynasty lasted for about 500 years. Its civilization worshipped many gods and prayed to the spirits of their ancestors. The Shang are best known for their ability to weave silk cloth with threads from the silkworm and their bronze work.

The Zhou Dynasty introduced the idea of the Mandate of Heaven to Chinese culture. They believed that their power to rule came from the gods. Ruling dynasties would be overthrown when they lost the Mandate of Heaven. The rise and fall of the ruling families of China was called the dynastic cycle. The Zhou dynasty lasted for 800 years. Throughout this time many nobles fought each other to gain more wealth and territory.

Early Chinese Dynasties

DYNASTY	LEADERS	CONTRIBUTIONS
Shang 1523-1027 B.C.	first historic family to rule	system of writing; porcelain pottery; silk cloth; bronze work in artwork; wheeled, horse-drawn chariots; and a 12-month calendar with 365 days
Zhou 1027-256 B.C.	powerful war lords ruled the longest in Chinese history	first bound books; improved roads; brilliant dyes on silk products; iron tools and weapons; and domesticated horses

The Chinese philosopher Confucius wanted to bring stability and order back to China. His teachings emphasized respect for authority and one's parents. He claimed that government leaders must set an example of moral and ethical conduct, and he taught a moral and social philosophy and code of behavior based on peace, order, humanity, wisdom, courage, and fidelity. His teachings and ideas soon became part of Chinese culture and showed people how to behave.

Laozi was also a philosopher and teacher. His ideas differed from that of Confucius. He taught that people must not depend on the government to change their lives. Instead, Laozi recommended that people live in harmony with nature and accept their lot in life. Laozi is the founder of Daoism. Daoism influenced peoples' view of the natural world and later became a religion with gods, goddesses, and magical practices.

The philosophy of Legalism by Hanfeizi offered ways in which to restore peace and harmony to China based on harsh rules and strict punishments. Legalists wanted to control the spread of ideas in China. Especially those ideas that might be critical of the government. Their followers believed that strict punishment for the disobedient and rewards for the obedient would be the best means to maintain social order.

Practice

Answer the following using short answers.

1. What two important cities prospered in the Indus River Valley?

____

2. What are the Vedas? ______________________________
3. What was the Aryan society based upon? ______________________________

____

4. Who was Chandragupta Maurya? ______________________________

____

5. What are the Shang best known for? ______________________________

____

6. Do you agree more with the teachings of Confucius or with the ideas of Laozi? ______________________________

   Write a paragraph explaining why. ______________________________

____

____

____

____

____

____

____

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. bone used by Shang dynasty priests to predict the future

______ 2. any system of ideas based on a set of values of an individual or culture concerning the source and nature of human knowledge

______ 3. believing in many gods

______ 4. fine windblown yellow soil

______ 5. desiring to do good to others; kindhearted

______ 6. to decode or interpret

______ 7. ruling family

______ 8. an unchangeable social group into which a person is born

______ 9. a system in which people owed loyalty to the wealthy landowners in exchange for protection

A. benevolent

B. caste

C. decipher

D. dynasty

E. feudalism

F. loess

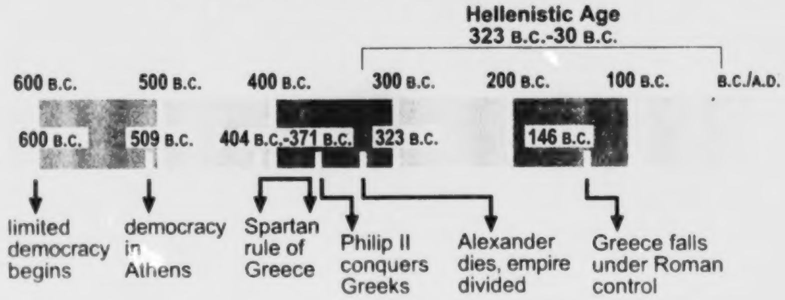
G. oracle bone

H. philosophy

I. polytheistic

Unit 5: Ancient Greece
(600 B.C.-323 B.C.)

Timeline of Ancient Greece


Hellenistic Age
323 B.C.-30 B.C.
600 B.C.
500 B.C.
400 B.C.
300 B.C.
200 B.C.
100 B.C.
B.C./A.D.
600 B.C.
509 B.C.
404 B.C.-371 B.C.
323 B.C.
146 B.C.
limited democracy begins
democracy in Athens
Spartan rule of Greece
Philip II conquers Greeks
Alexander dies, empire divided
Greece falls under Roman control

This unit emphasizes the history and contributions of the ancient Greeks and how the Greeks have influenced modern culture.

Unit Focus

- characteristics of Greek culture
- achievements of Alexander the Great
- characteristics of Athens and Sparta
- contributions of ancient Greek civilization

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Vocabulary

Study the vocabulary words and definitions below.

Acropolis	the hill that was the religious center of the city-state of Athens
aristocrat	a person of noble birth; a member of a superior class
barbarian	relating to a culture or people usually believed to be inferior to one's own, that lack refinement and learning
city-state	a city and the surrounding lands that rules itself like an independent country
constitution	a system of principles by which a nation or any group is governed; it guides the formation of rules and laws
cultural fusion	the process of uniting through a common culture by spreading the features of a civilization
democracy	a government ruled by the people or their representatives
export	to send goods from one country to another country
flourish	grow, prosper, achieve success

foreign	of or relating to a country other than your own; that which is not of your own country
Golden Age	a period of great progress and prosperity for a culture
import	to bring goods into one country from another country
isolated	alone, off by itself
patriotism	pride in and devotion to one's government
peninsula	a piece of land jutting into a body of water; land nearly surrounded by water
prosperity	economic well-being

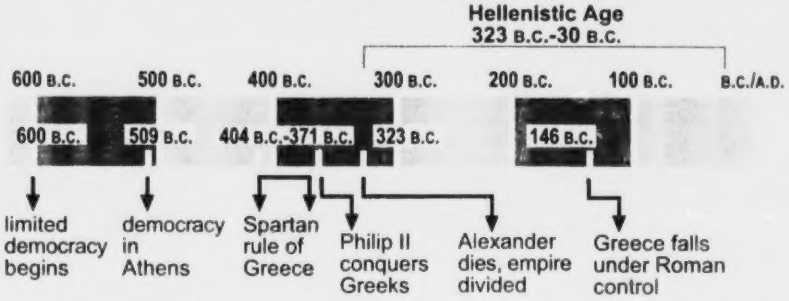
Ancient Greece (600 B.C.-323 B.C.)

Greece

Greece is a **peninsula** located in the southeast part of Europe. It is surrounded by the Aegean Sea on the east and the Mediterranean Sea on the south and west. Besides its mainland, Greece includes many small islands. Greece is also a very mountainous country. Mount Olympus in the north has always been very important to the Greeks, because it was regarded as the home of the Greek gods.

Because Greece has very little fertile land, Greeks have always been a seafaring people. The economy is based upon fishing, trading, sheep herding, wine making, and some agriculture—mostly olive groves.

Because Greece is so mountainous, cities that developed there have always been **isolated** from each other. As a result, in ancient times, Greek **city-states** developed, each with its own government, economy, and culture. The most important city-states were Athens and Sparta.



Timeline of Ancient Greece

Hellenistic Age
323 B.C.-30 B.C.
600 B.C.
500 B.C.
400 B.C.
300 B.C.
200 B.C.
100 B.C.
B.C./A.D.
600 B.C.
509 B.C.
404 B.C.-371 B.C.
323 B.C.
146 B.C.
limited democracy begins
democracy in Athens
Spartan rule of Greece
Philip II conquers Greeks
Alexander dies, empire divided
Greece falls under Roman control

Athens and Sparta

Athens and Sparta represent two very different types of city-states. Before 600 B.C., Athens was a city-state run by a few **aristocrats**. Most Greeks were slaves who lived under very poor conditions. During this period, Athens had to **import** most of its food. To pay for the food, Athens **exported** wine, olive oil, and pottery.

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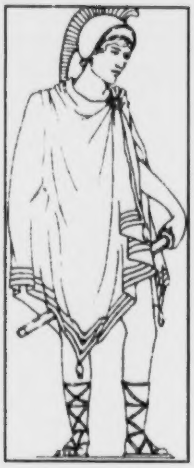
Around 600 B.C., a leader named Solon freed many of the slaves. Solon gave his people a **constitution**. As time went on, all male Athenians were permitted to take part in the government, although women and slaves were not. Nevertheless, the government in Athens was one of the first to create a democratic form of government. That is, at least some of the citizens were allowed to participate in the government.



Greek soldier

Athens slowly developed into the leading city-state. It also became the wealthiest due to large deposits of silver nearby. The people of Athens believed in a strong educational system stressing art, literature, and music, although this education was for boys only.

Sparta, which is located in the southwest of Greece, developed differently. It was ruled by a strong, military government. Only a few Spartans were permitted to be citizens. Most of the people lived as slaves. They made their living by farming. The government was run by a council of five men. All Spartan males were drafted into the army at age seven. Spartans believed that the most important thing a man could be was courageous. They loved to fight in wars. Although they were denied citizenship, Spartan women were also trained in gymnastics and physical endurance and held more legal and social rights than other Greek women of that time.

classic Greek heads

Although all Greeks spoke the same language, believed in the same gods, had common trading partners, and considered any non-Greek to be a **barbarian**, geographical barriers made it difficult for the city-states to unite. As a result of these geographical barriers, different cultures and governments developed in each city-state.

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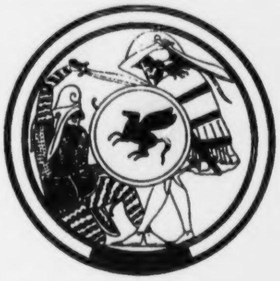
The Persian Wars

During the fifth century B.C. the Greek city-states united because they were being invaded from the north by the Persians. This was the beginning of the Persian Wars. Athens was at first victorious against the Persians. Yet 10 years later the Persians returned, and after a hard-fought battle, the Greeks retreated. The Greeks suffered greatly during the Persian Wars. Athens was burned. As a result, Greek **patriotism** rose to a very high level. In the last Persian war, Athens was once again victorious. This was the beginning of the **Golden Age** when Greece's **democracy** and culture were at their height.



On this copy of a plate, a duel between a Greek and Persian soldier is depicted.

The Peloponnesian Wars

For 50 years, Greeks enjoyed relative peace and **prosperity**. This ended when Sparta, allied with other city-states, attacked Athens. Rather than prepare for war, the Athenians debated whether to fight. Because they could not agree on how to protect Athens, Sparta, other city-states, and the Persians soon defeated them. Athens made peace with its enemies in 404 B.C.

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Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. to send goods from one country to another country

______ 2. relating to a culture or people usually believed to be inferior to one's own, that lack refinement and learning

______ 3. alone, off by itself

______ 4. a period of great progress and prosperity for a culture

______ 5. a person of noble birth; a member of a superior class

______ 6. a city and the surrounding lands that rules itself like an independent country

______ 7. pride in and devotion to one's government

______ 8. a piece of land jutting into a body of water; land nearly surrounded by water

______ 9. a system of principles by which a nation or any group is governed; it guides the formation of rules and law

______ 10. to bring goods into one country from another country

______ 11. economic well-being

______ 12. a government ruled by the people or their representatives

A. aristocrat
B. barbarian
C. city-state
D. constitution
E. democracy
F. export
G. Golden Age
H. import
I. isolated
J. patriotism
K. peninsula
L. prosperity

Practice

Answer the following using short answers.

1. Name three geographic features of Greece.

2. Name two specific ways in which the geography of Greece influenced Greek culture.

3. Complete the chart below comparing ancient Athens and Sparta.

	ATHENS	**SPARTA**
government		
economy		
role of women		

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Alexander the Great

The greatest period of ancient Greek history began during the fourth century B.C. when Greek civilization spread around the Mediterranean Sea into western Asia.

The economy was on the rise and trade **flourished**. It was during this period that Greek art, literature, science, philosophy, and mathematics reached a high point. This period of Greek history is known as the *Hellenistic Period*. It lasted about 300 years.

Alexander the Great

The Hellenistic Period began when Philip, the ruler of Macedonia, a section of Greece in the mountainous north, invaded Greece. Philip's army was able to defeat the Greeks. Then Philip set out to unify the country.

Philip sent his son Alexander to school in Athens. While there, Alexander studied under one of the world's greatest teachers, Aristotle. Alexander was 20 years old when he became ruler of Greece. His goal was to spread Greek culture around the known world. With a well-disciplined army, he nearly accomplished his goal.

Alexander introduced Greek civilization to Egypt, where he was welcomed as a god. In Egypt, he founded the port city of Alexandria. Alexander then looked east. He defeated the Persians and took control of Asia from Asia Minor to India.

Alexander's policy was to unite the Greek Empire under one government. He believed in a policy of **cultural fusion**. This means that all people living under the Greek Empire would be united through a common culture. One of the ways this can be accomplished is through education. By establishing schools of Greek thought in **foreign** lands, Alexander hoped that the young people would think and act like Greeks.

When Alexander died of malaria at the end of the fourth century in 323 B.C., he was not yet 33 years old, but he had nearly accomplished his goals. Greek colonies were set up throughout the

copy of a Greek teacher

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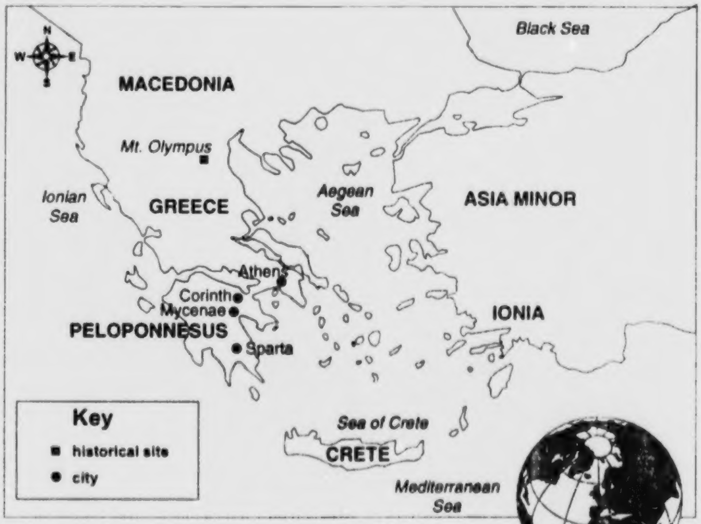
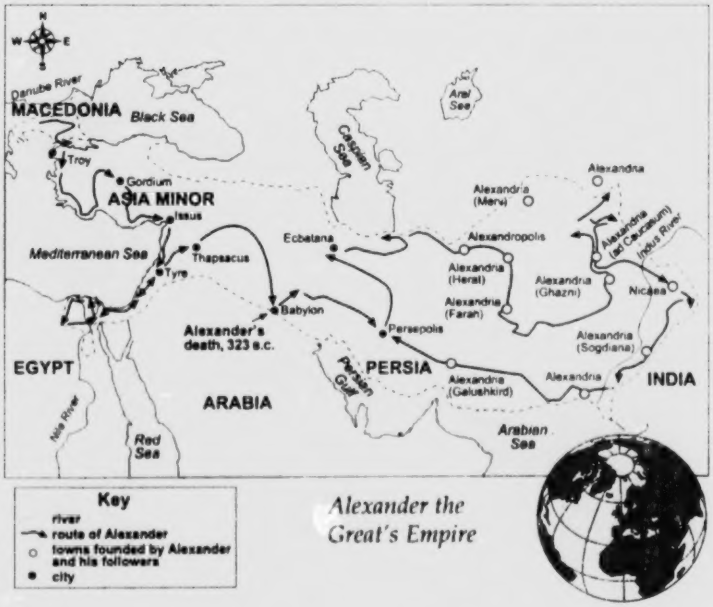
empire. Upon his death, however, the empire was divided into three kingdoms, each ruled by one of his generals. Macedonia, including part of Greece, was ruled by Antigonus. Syria, including most of southwestern Asia, was governed by Seleucus. Egypt was governed by Ptolemy. All of these kingdoms were independent until the second and first centuries B.C. when they came under Roman rule. As time passed, the Hellenistic Period emerged from a blend of Greek and eastern cultures.


N
W
E
S
Black Sea
MACEDONIA
Mt. Olympus
Ionian Sea
GREECE
Aegean Sea
ASIA MINOR
Athens
Corinth
Mycenae
PELOPONNESUS
Sparta
IONIA
Key
■ historical site
● city
Sea of Crete
CRETE
Mediterranean Sea

Ancient Greece


N
W
E
S
Danube River
MACEDONIA
Black Sea
Troy
Gordium
ASIA MINOR
Issus
Mediterranean Sea
Thapsacus
Tyre
Babylon
Alexander's death, 323 B.C.
EGYPT
Nile River
Red Sea
ARABIA
Persian Gulf
PERSIA
Persepolis
Ecbatana
Caspian Sea
Aral Sea
Alexandria (Merv)
Alexandria
Alexandropolis
Alexandria (Herat)
Alexandria (Farah)
Alexandria (Ghazni)
Alexandria (ad Caucasum)
Indus River
Nicaea
Alexandria (Sogdiana)
Alexandria
Alexandria (Gulashkird)
INDIA
Arabian Sea
Key
river
route of Alexander
○ towns founded by Alexander and his followers
● city

Alexander the Great's Empire

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Practice

Answer the following using complete sentences.

1. What is meant by Alexander the Great's policy of cultural fusion?

2. What was one way Alexander the Great tried to accomplish cultural fusion? ____________________

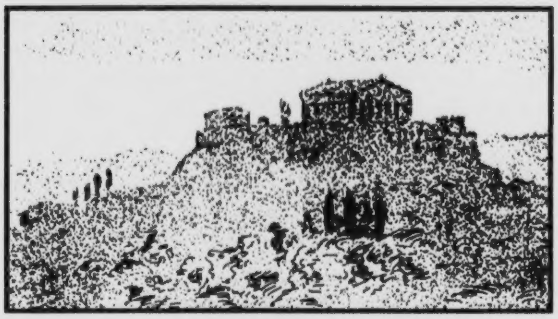
3. What was Alexander's goal when he became ruler of Greece?

4. What happened to Alexander's empire after he died? __________

Greek Contributions to Civilization

Certainly the ancient Greeks can be given credit for providing the modern world with a great number of cultural ideas. Probably the greatest contribution to the modern world passed on by the ancient Greeks was the foundation of modern democracy. Throughout the empire, Greek democratic principles were passed along to many different people. Democratic expression was carried out through elections, jury trials, and debates. Good citizenship was an important value.

Art and Architecture



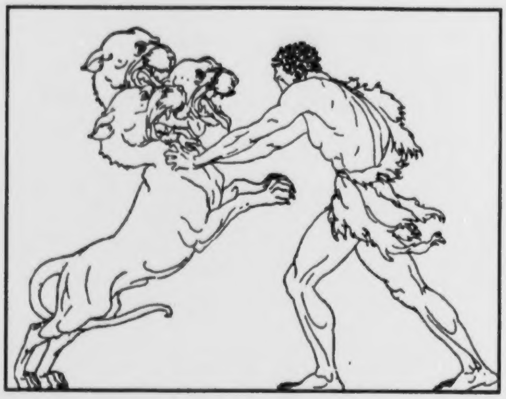
"Acropolis" is Greek for high city. The acropolis usually was the center of religious ceremonies. The most famous is the Acropolis of Athens, with its Parthenon.

In the area of art and architecture, the Greeks left us magnificent buildings such as the Parthenon, the temple of the goddess Athena, located on top of the **Acropolis** in Athens. Other beautiful examples of Greek architecture are found on the island of Delphi and on the Peloponnesian Peninsula, where Olympia and Corinth are located. The Greeks mastered the use of mathematics in architecture. This was especially true of the design of the Doric, Ionic, and Corinthian columns which surrounded the temples. Another mathematically constructed building is King Agamemnon's large tomb at Mycenae, which resembles a beehive almost to perfection.

Some of the most famous sculpture in the world was left to us by the Greeks. Early Greek sculptors made bronze and marble figures that were very stiff and formal. Later sculptors—Phidias of the fifth century and Praxiteles of the fourth century—used the natural lines of the human body and created figures of much grace and poise.

Religion

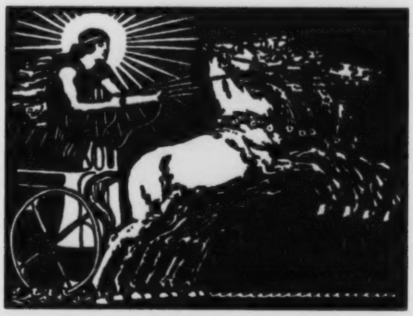
The early Greeks believed in many gods who had human qualities. Like tribal chiefs, they were thought to have a great deal of power. The Greeks believed that the gods were responsible for all that happened on Earth. They also believed that the gods lived on Mount Olympus. Zeus was the king of the Greek gods. Even as time went on and Greek thinking became more rational, Greeks maintained their belief in many gods.



The Greek hero Hercules fights a mythical animal. Hercules was a son of Zeus and was known for his strength and courage.

Literature

Greek literature is read by millions of people today. Greek historians such as Herodotus, known as the *Father of History*, and Thucydides provided the modern world with realistic accounts of Greek events. Aeschylus, a writer of tragedies, wrote about human will versus destiny, which is the idea that the gods control events in people's lives. Two other writers of tragedies were Sophocles, who wrote about the fate of humans, and Euripides, who wrote about social protest. Throughout Greek literature, the gods are portrayed as superhumans who sought control over man's destiny.



The Greek god Apollo driving a chariot. Apollo was a son of Zeus.

Much has been written about the relationship between humans and the gods described in the Greek *myths*. Myths are stories about the relationships between humans and the gods.

Philosophy

Philosophy is a Greek word meaning love of wisdom. The philosophers Socrates, Plato, and Aristotle are still studied today. While Socrates left no writings, his ideas on reasoning through debate were passed on by his student, Plato. Plato opened the first center for higher learning in Greece, called the *Academy*. In his book *The Republic,* Plato describes a country run by philosopher-kings where the goodness and wisdom of the rulers would be passed on to the people. Aristotle, a student of Plato and the tutor of Alexander the Great, taught how to think logically. Aristotle was the first to classify animals by species.

Greek philosophers believed there was a logical (scientific) explanation for every event in nature. They believed that anything could be explained. This led to scientific or logical reasoning.

Science, Mathematics, and Medicine

The Greeks contributed a great deal to our knowledge of science, mathematics, and medicine. In science, the Greeks were the first to begin expressing the idea that Earth moves around the sun and that Earth spins on an axis. Euclid and Pythagorus provided mathematicians with principles of geometry that remain undisputed today. Finally, Greek doctors were the first to dissect human bodies, to make detailed drawings of the brain, and to distinguish between motor and sensory nerves. The most notable medical school was led by Hippocrates. Doctors today still take the Hippocratic Oath.

Practice

Answer the following using short answers.

1. What is probably the most significant idea ancient Greece left to modern society? ______________________________

2. How were the gods depicted in Greek literature? ______________
____
____

3. List two advances made in the field of medicine by the Greeks.
____
____
____

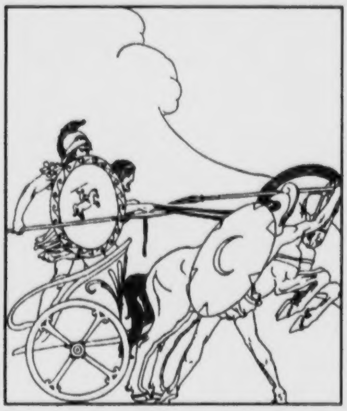
4. Name two examples of Greek architecture. ________________
____

Match each definition with the correct term. Write the letter on the line provided.

_____	5. grow, prosper, achieve success	A. Acropolis
_____	6. the hill that was the religious center of the city-state of Athens	B. cultural fusion
_____	7. of or relating to a country other than your own; that which is not of your own country	C. flourish
_____	8. the process of uniting through a common culture by spreading the features of a civilization	D. foreign

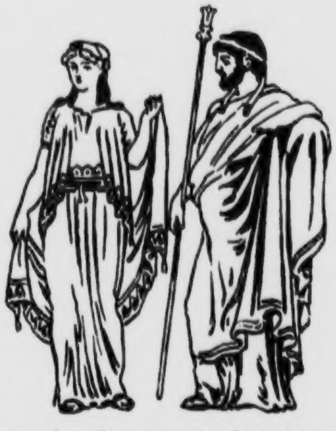
Review

The development of ancient Greek society was influenced by Greece's geography. Lack of fertile farmland and a long seacoast meant that sea-trading and fishing were more important to the Greeks than farming. A system of isolated city-states developed because of the mountainous terrain of Greece. These mountains acted as geographical barriers between the city-states. As a result, each city-state developed a different culture.



Athens and Sparta were two important, but very different, city-states. Although ruled at first by an aristocracy, Athens adopted a democratic system of government in the sixth century B.C. Athens became the leading city-state, known for its wealth and its strong educational system. Sparta, on the other hand, was ruled by a powerful military government. This government was headed by a council of only five men. Spartan culture stressed military might and courage in battle as chief values.

During the fifth century B.C. the Greek city-states fought a series of wars with the Persians, who invaded Greece from the north. Although each side had victories, the Greeks had the final victory. This victory marked the beginning of Greece's Golden Age.



examples of ancient Greek clothing

After only 50 years of peace, another series of wars started when city-states from the Peloponnesian Peninsula, including Sparta, attacked Athens. Because the Athenians debated whether to fight rather than preparing for battle, they were defeated by the Peloponnesian city-states.

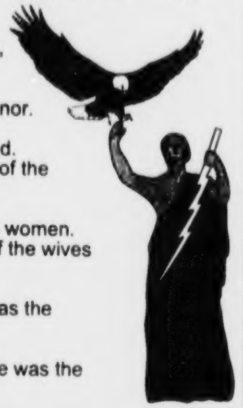
In the fourth century B.C. Greek civilization began to spread around the Mediterranean Sea into Asia, thanks to the leadership of Alexander the Great. Alexander's father, Philip, was the ruler of Macedonia, a northern region of Greece. Philip was able to conquer and unify the rest of Greece. Philip had his son, Alexander, taught by the great Athenian philosopher, Aristotle. When Alexander became ruler of Greece, he made it his goal to spread Greek culture around the known world. This period, when Greek culture was at its height, is known as the Hellenistic Period. Although Alexander was eventually able to spread his Greek Empire into Asia and Egypt, after his death these new territories were divided into three kingdoms, each ruled by one of Alexander's generals.

Ancient Greek contributions to human civilization are many and various. Athens is full of the remains of beautiful buildings, including the Parthenon located on top of the Acropolis, which have been admired and copied ever since they were built. Greek philosophers thought and reasoned about the nature of knowledge, logic, and government. The ideas of these philosophers are still read today. So are the works of many Greek authors such as Sophocles and Aeschylus, who wrote tragedies.

Greek Gods and Goddesses

The Greeks worshipped many gods and goddesses and had many stories about them. Each god or goddess was a ruler over some part of human life or over some part of nature. The Greek gods and the Roman gods were very much alike, but they had different names. Look in the next chapter on page 152 and compare the Greek gods' names with the Roman gods' names.

Aphrodite	The goddess of love, fertility, and beauty. She was the daughter of Zeus and Dione.
Apollo	God of sun and light. He was the son of Zeus.
Ares	The god of war. He was very violent and was hated by the other gods.
Athena	Goddess of wisdom, courage, and victory. She was the daughter of Zeus, and the Parthenon was built in her honor.
Hades	Ruled the kingdom of the dead. The brother of Zeus and god of the underworld.
Hera	The goddess of marriage and women. She was the sister and one of the wives of Zeus.
Hermes	Messenger of the gods. He was the god of travelers and traders.
Poseidon	God of the seas and rivers. He was the brother of Zeus.
Zeus	The king of the gods. The Olympic Games were held in his honor.



Practice

Use the list below to write the correct term for each definition on the line provided.

- **Acropolis**
- **aristocrat**
- **barbarian**
- **city-state**
- **constitution**
- **cultural fusion**
- **democracy**
- **export**
- **flourish**
- **foreign**
- **Golden Age**
- **import**
- **isolated**
- **patriotism**
- **peninsula**
- **prosperity**

________________ 1. a city and the surrounding lands that rules itself like an independent country

________________ 2. a government ruled by the people or their representatives

________________ 3. a period of great progress and prosperity for a culture

________________ 4. a person of noble birth; a member of a superior class

________________ 5. a piece of land jutting into a body of water; land nearly surrounded by water

________________ 6. a system of principles by which a nation or any group is governed; it guides the formation of rules and laws

________________ 7. economic well-being

________________ 8. alone, off by itself

________________ 9. grow, prosper, achieve success

________________ 10. of or relating to a country other than your own; that which is not of your own country

________________________ 11. pride in and devotion to one's government

________________________ 12. relating to a culture or people usually believed to be inferior to one's own, that lack refinement and learning

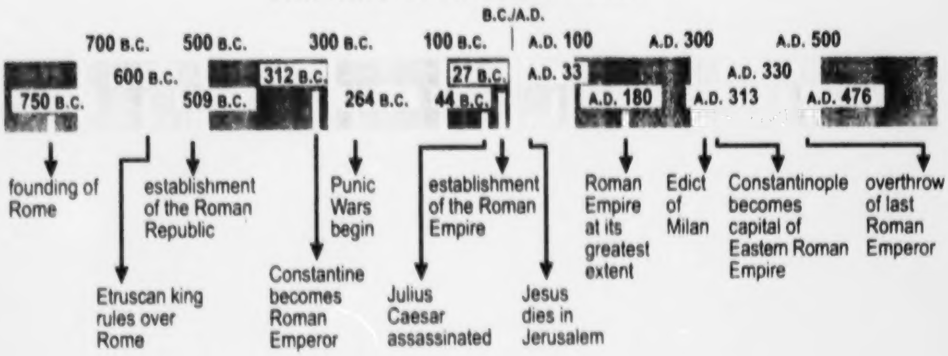
________________________ 13. the hill that was the religious center of the city-state of Athens

________________________ 14. the process of uniting through a common culture by spreading the features of a civilization

________________________ 15. to bring goods into one country from another country

________________________ 16. to send goods from one country to another country

Unit 6: Ancient Rome
(750 B.C.-A.D. 452)


Timeline of Ancient Rome
B.C./A.D.
700 B.C.
500 B.C.
300 B.C.
100 B.C.
A.D. 100
A.D. 300
A.D. 500
750 B.C.
600 B.C.
509 B.C.
312 B.C.
264 B.C.
27 B.C.
44 B.C.
A.D. 33
A.D. 180
A.D. 313
A.D. 330
A.D. 476
founding of Rome
establishment of the Roman Republic
Etruscan king rules over Rome
Punic Wars begin
Constantine becomes Roman Emperor
establishment of the Roman Empire
Julius Caesar assassinated
Jesus dies in Jerusalem
Roman Empire at its greatest extent
Edict of Milan
Constantinople becomes capital of Eastern Roman Empire
overthrow of last Roman Emperor

This unit emphasizes the history and contributions of the ancient Romans and how the Romans influenced modern culture.

Unit Focus

- events and circumstances which led to the rise of Rome as an empire
- reasons for the decline of Rome as an empire
- contributions of ancient Roman civilization

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Vocabulary

Study the vocabulary words and definitions below.

allegiance	loyalty
Assembly of Centuries	elected members of Roman government; dealt with military affairs
authority	the power or right to act, order, or make decisions
consul	Roman government officer whose job it was to draw up, explain, and carry out the laws
legislative	having to do with the branch of government that has the power to make or pass laws
martyr	a person who chooses to suffer or die rather than give up something he or she believes in
moral	good, honest, and truthful
patricians	the aristocrats of Rome; the upper class; born to a wealthy family
persecute	to treat a person or group harshly and unjustly
plebeians	Romans who were not patricians; the common class of workers, farmers, artisans, and merchants

recruit	to get someone to join a group, usually an army
republic	system of government in which officials are elected by the citizens
Senate (Roman)	most powerful branch in Roman government
triumvirate	a government led by three people
veto	to reject or refuse to approve

Ancient Rome (750 B.C.-A.D. 452)

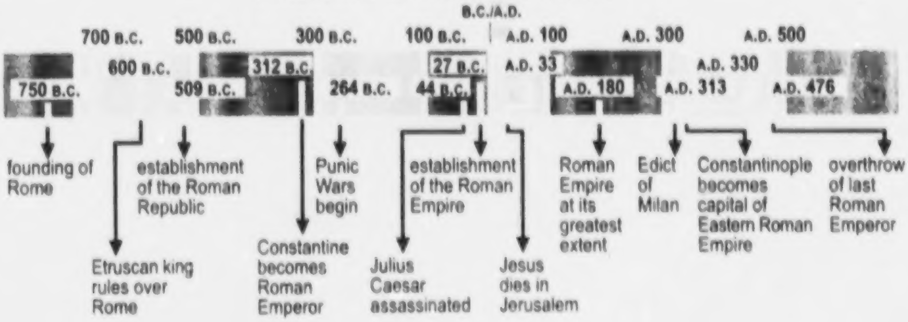
Italy

Italy, like Greece, is a peninsula. Because of its shape, it is often described as *a boot in the water*. On the south and west of Italy is the Mediterranean Sea, and on the east is the Adriatic Sea (see map page 153). Italy's northern border touches the Alps. Mountains run through the center and throughout the south of Italy.

Alexander the Great planned to conquer Italy but died before he could accomplish that goal. Instead, Italy was conquered by its city-state Rome. Rome was built on seven hills in the center of the country, on the western coast along the Tiber River. The hills provided protection, and this location became the center of the land trade routes.

Rome, the present capital of Italy, was established about 750 B.C. It became the most powerful of the city-states. Rome was ruled by the Etruscans from 600 B.C. to 509 B.C. When the Romans drove out the foreign rulers, they set up a **republic** form of government. In a republic, citizens choose people to run the government. Over the next 250 years, the Romans became the masters of Italy.

Timeline of Ancient Rome


B.C./A.D.
700 B.C.
500 B.C.
300 B.C.
100 B.C.
A.D. 100
A.D. 300
A.D. 500
750 B.C.
600 B.C.
509 B.C.
312 B.C.
264 B.C.
27 B.C.
44 B.C.
A.D. 33
A.D. 180
A.D. 330
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founding of Rome
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establishment of the Roman Republic
Constantine becomes Roman Emperor
Punic Wars begin
Julius Caesar assassinated
establishment of the Roman Empire
Jesus dies in Jerusalem
Roman Empire at its greatest extent
Edict of Milan
Constantinople becomes capital of Eastern Roman Empire
overthrow of last Roman Emperor

Early Roman Society

In the early Roman Republic, most men were farmers. There were few class distinctions—no one was very rich or very poor. In time this changed. The wealthy and powerful people who owned land were called the **patricians**. The common classes of workers, farmers, artisans, and merchants were called **plebeians**.

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410

Slaves made up the other class of people in Rome. As in most ancient civilizations, the majority of people were slaves. Enemies who were captured were made slaves. Women, however, could be citizens. This meant that they were above slaves in social status.

Romans, like Greeks, stressed education. Children were trained in **moral** conduct and good citizenship at home. History was studied at all levels. Roman literature, like that of the Greeks, speaks of man's relationship with the gods. Like other ancient civilizations, the Romans believed in many gods.

Roman Gods and Goddesses

The Roman gods were much like the Greek gods, but they had different names. Romans built temples to their gods and goddess. Look back in Unit 5 on page 144 and compare the Roman gods' names to the Greek gods' names.

Diana	The goddess of the moon and of hunting.
Janus	The god of beginnings. January, the first month of the year is named for him.
Juno	The queen of the gods.
Jupiter	The king of the gods. God of light.
Mars	The god of war.
Mercury	Messenger of the gods. He was the protector of travelers.
Minerva	The goddess of wisdom.
Neptune	God of the seas.
Venus	The goddess of love. Her son was Cupid.
Vulcan	The god of fire.

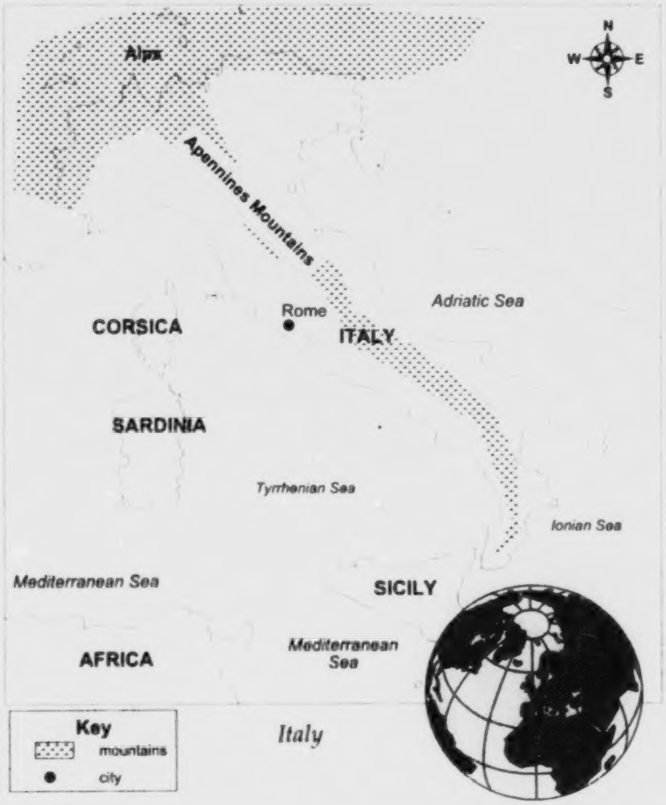
Roman Government

The new republic was governed by the **Senate (Roman)**, two **consuls**, and two Assemblies. The Senate, the most powerful branch, was made up of 300 men who served for life. The Senate advised government officials and proposed laws. The **Assembly of Centuries** elected two consuls who served for one-year terms. The consuls had the **authority** over other officials in the government. Each consul could **veto** the actions of the other. Both had to agree on decisions made for the Roman people. Only patricians could serve as consuls, sit in the Senate, or hold most government offices.

The government of the Roman Republic had some democratic features, such as **legislative** assemblies. The Assembly of Centuries had legislative power and dealt with military issues. This Assembly declared war and elected the people to serve in the government.

The plebeians elected an Assembly called the *Assembly of Tribes*, but it had little power. With a clever plan, the plebeians were able to gain more power. To get the patricians' attention, the plebeians moved out of Rome. The patricians could not manage without the services of these common citizens, so they agreed to give the plebeians more power in the government.

The Assembly of Tribes elected officials called *tribunes*. The tribunes could veto laws in the Senate that the plebeians did not like. Gradually, the plebeians' power increased. About 450 B.C. they won the right to have the laws written down. The written laws, called the *Twelve Tables*, were carved on bronze tablets and hung in the public forum. The codification of laws prevented judges who were nobles from interpreting unwritten laws to favor their own class.


N
W
E
S
Alps
Apennines Mountains
Adriatic Sea
Rome
CORSICA
ITALY
SARDINIA
Tyrrhenian Sea
Ionian Sea
Mediterranean Sea
SICILY
AFRICA
Mediterranean Sea
Key
mountains
city

Italy

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. most powerful branch in Roman government

______ 2. to reject or refuse to approve

______ 3. good, honest, and truthful

______ 4. elected members of Roman government; dealt with military affairs

______ 5. the aristocrats of Rome; the upper class; born to a wealthy family

______ 6. the power or right to act, order, or make decisions

______ 7. Romans who were not patricians; the common class of workers, farmers, artisans, and merchants

______ 8. lawmaking body having to do with the branch of government that has the power to make or pass laws

______ 9. system of government in which officials are elected by the citizens

______ 10. Roman government officer whose job it was to draw up, explain, and carry out the laws

A. Assembly of Centuries

B. authority

C. consul

D. legislative

E. moral

F. patricians

G. plebeians

H. republic

I. Senate (Roman)

J. veto

Practice

Answer the following using short answers.

1. Describe the shape of Italy. ______________________________

   ____

2. What was the most powerful city-state in Italy? ____________

3. Name the parts of government in the Roman Republic. ________

   ____

   ____

4. What was the most powerful governmental branch of the Roman Republic? ______________________________

5. What power did the Assembly of Centuries have? ____________

   ____

6. How did a consul get into office? ______________________

   ____

7. Name the three classes in Roman society. ________________

   ____

   ____

8. How did the plebeians gain power in the government? ________

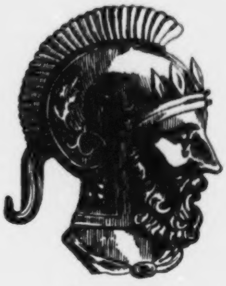
   ____

   ____

   ____

The Republic Grows

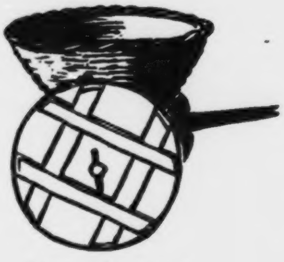
Throughout the history of the Roman Republic, the Romans expanded their territory through wars. The Roman army was successful in conquering nearly all of Italy by about 265 B.C. As their power increased the Romans had conflicts with other powerful lands. One of these conflicts was with Carthage, a city-state in North Africa. Both Rome and Carthage wanted to control the Mediterranean Sea. Rome and Carthage fought each other from 264 B.C. to 146 B.C. in three wars called the *Punic Wars.*



Hannibal

In the First Punic War (264-241 B.C.), Rome defeated Carthage and gained Sicily, Sardinia, and Corsica. However, in the Second Punic War (218-202 B.C.), a great, young general from Carthage named Hannibal surprised the Roman army by attacking from the north. Hannibal marched through Spain, across the Alps, into Italy, and south towards Rome. Despite the difficult trip, Hannibal and his army, which included war elephants, remained in Italy and fought there for 15 years. At first Hannibal won many victories. However, he was unable to seize the city of Rome. The tide of battle gradually turned in favor of Rome. Roman armies defeated a Carthaginian army sent to help Hannibal. When the Roman army threatened the city of Carthage, Hannibal was called home to defend Carthage, but Rome was able to defeat Carthage and take over its empire and reduce Carthage to a second-rate power.

As a result of the wars, the Romans expanded their territory even further. They conquered Spain and North Africa. In the Third Punic War (149-146 B.C.), Rome attacked Carthage and destroyed the city. They also conquered Macedonia and Greece. Later the mighty armies conquered lands in the Middle East and Egypt. By 100 B.C. almost all the land around the Mediterranean was under Roman control.

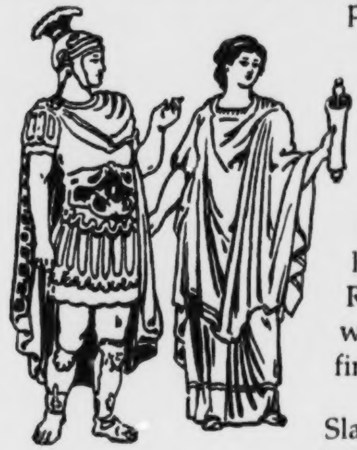


Roman farm cart

The End of the Roman Republic

Conquests Bring Wealth to Rome

The expansion of the Roman Republic brought changes which finally led to the end of the Republic. Some people—rich for the first time—became greedy and less disciplined. As the riches of war came into Rome, the people's attitudes toward the state changed. Many lost traditional feelings of discipline, patriotism, responsibility, and public duty.


Roman soldier and wife

Conquests Ruin Small Farmers

Not all became rich. Taxes were high. Farmers had to sell their farms to pay taxes. Rich Romans formed large farms and used slaves to work them. The farmers moved to the city to find jobs, but there were none.

Slaves, captured in war and imported, took jobs held by the common people. Many of these farmers and workers became unemployed, poor, and hungry. An unhappy and out-of-work mob was troublesome. Worried Roman leaders feared a revolt.

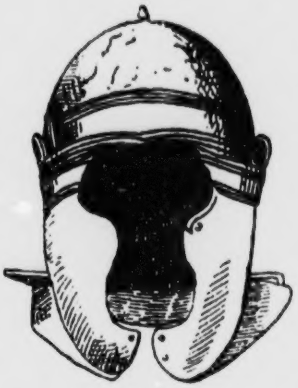
The wars hurt farming in other ways, too. Much land was destroyed in battle. Farmers became jobless and had to depend on the government to feed them. The growing class of poor had little power in the government. To keep the angry mobs happy, Roman politicians sponsored free government programs of bread and circuses (food and entertainment).

The Gracchus Brothers Attempt Reforms (133-121 B.C.)

Rome was now torn by fighting between the common people, or the plebeians, and the rich patricians. Violence and civil war divided the country. Two brothers, Tiberius and Gaius Gracchus, were elected by plebeians and tried to help the masses of common people by giving them farmland gained in the wars. The wealthy were alarmed. One brother was murdered; supporters were attacked and killed. The other brother committed suicide, and fighting between the classes continued. Conditions grew worse.

Conquests Change the Roman Army

Along with the economic and social problems, another problem developed. This problem developed in the army. Instead of keeping the military draft, the Romans began a new system for enlisting solders which allowed generals to **recruit** their own armies. This reform planted a seed for revolution. When generals recruited their own armies, soldiers changed their **allegiance** from the republic to the generals in command. The generals who gathered the strongest armies could defy the government. Under the right circumstances, a general with a powerful army could take over the government.


Roman helmet

Under these conditions, resulting from the expansion of the Republic, the Republic began to crumble. By the second century B.C. the Roman Republic was suffering from a bitter civil war as various generals fought each other to gain control. Julius Caesar, a famous general, returned to Italy to become ruler at the end of the Roman Republic.

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Practice

Answer the following using short answers.

1. How did the Romans expand their territory? ____________________

____

2. Which great military leader from Carthage marched through Spain to Italy? ____________________

3. Name three factors that led to the end of the Roman Republic.

____

____

____

____

____

____

____

4. How did slavery contribute to the end of the Roman Republic? ____

____

____

5. What problem was caused by the new system of recruiting soldiers?

____

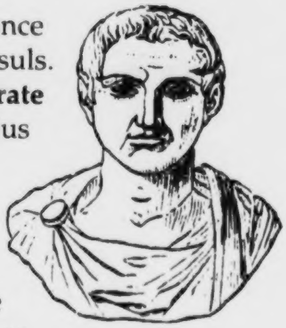
____

____

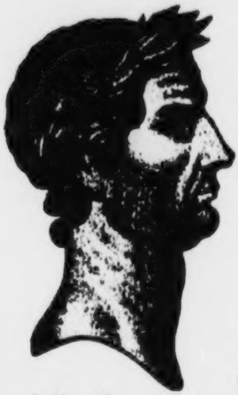
Rome: From Republic to Dictatorship

Romans were weary from civil wars, political unrest, and poor economic conditions. Julius Caesar took control and ruled well. He made reforms to help the common people. Struggles for power among the leaders continued, however.

Rule by Triumvirates


General Pompey

Two generals, Pompey and Crassus, formed an alliance with Caesar and forced the Senate to elect them consuls. In 60 B.C. they became the *First Triumvirate.* **Triumvirate** means *rule by three people.* Pompey, Crassus, and Julius Caesar ruled together for about 10 years. After Crassus was killed in battle in 53 B.C., Pompey began to grow jealous of Caesar's rising popularity. Pompey and the Roman Senate feared that Caesar would seize complete power over Rome and its provinces. In 49 B.C., the Senate ordered Caesar to disband his army and return to Rome. He refused and led his army against Pompey. In 48 B.C., when their armies eventually fought, Caesar defeated Pompey and other opponents to become the sole leader of Rome.


Julius Caesar

Although Caesar was a dictator, he did make some major contributions to Rome. For example, he expanded Roman citizenship to include non-Italians, and improved the Roman calendar. In 44 B.C. Caesar was named dictator for life. But fearing that Caesar was becoming too powerful, a group plotted and had him assassinated on March 15, 44 B.C.

Upon Julius Caesar's death, more fighting began. This fighting led to the end of the Roman Republic. A *Second Triumvirate* was formed, consisting of Marc Antony, Lepidus, and Octavian. Eventually, disagreements among the three led to military confrontation which Octavian won. Octavian was soon named Augustus Caesar. Under his rule the Roman Empire was established in 27 B.C., and today he is remembered the Emperor Augustus.

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The Roman Empire

Augustus was one of the world's greatest leaders and a wise ruler. He immediately set out to reform the Senate. In doing so, he took power away from the Senate. He improved the government, stopped the wars, and helped the jobless. He ruled the empire in a fair manner.

During the period from Augustus' rule in 27 B.C. to the end of the reign of Marcus Aurelius in A.D. 180, or for about the first 200 years of the empire, the Romans enjoyed peace and security, generally speaking. This period is called the *Pax Romana*, which means the *Roman Peace*.

However, there were some problems after Augustus' death in A.D. 14. The Roman Empire experienced political troubles over the next 80 years. Although there were good emperors, like Claudius, some were corrupt, cruel, or incompetent. Two, Caligula and Nero, were either insane or unstable. After Nero, the empire was ruled for almost 20 years by emperors who were controlled by the army. Then came a series of five good emperors who ruled wisely. The last of these, Marcus Aurelius, reigned until A.D. 180. After his death, the empire entered a long period of decline and suffering.

As the empire expanded, more and more foreigners came to live in Rome. These foreigners, called *barbarians* by the Romans, would eventually overthrow the government.

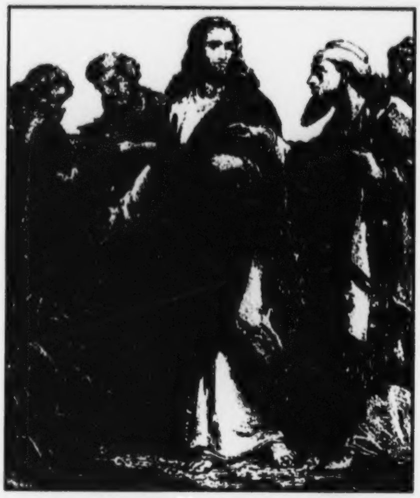
Emperors of Rome

Augustus	27 B.C. - A.D. 14
Julian Dynasty - related to family of Julius Caesar	
Tiberius	A.D. 14 - A.D. 37
Caligula	A.D. 37 - A.D. 41
Claudius	A.D. 41 - A.D. 54
Nero	A.D. 54 - A.D. 68
Army Emperors	
Galba, Otho, Vitellus	A.D. 68 - A.D. 69
Flavian Dynasty	
Vespasian	A.D. 69 - A.D. 79
Titus	A.D. 79 - A.D. 81
Domitian	A.D. 81 - A.D. 96
Five Good Emperors	
Nerva	A.D. 96 - A.D. 98
Trajan	A.D. 98 - A.D. 117
Hadrian	A.D. 117 - A.D. 138
Antoninus Pius	A.D. 138 - A.D. 161
Marcus Aurelius	A.D. 161 - A.D. 180

Rise of Christianity

Another important event took place during this period. As the once powerful Roman Empire declined, many Romans turned to their old gods, Mars, Jupiter, and Minerva. Other Romans looked to the teaching of Greek philosophy which taught people to accept their fate with quiet courage. In the first century A.D., still others turned to a new faith that had been founded in Palestine. This faith was called *Christianity*, a religion based on the teachings of a Jew named Jesus. Although it grew slowly at first, Christianity would become one of the most influential forces during the Roman Empire's decline and throughout the later history of Western civilization.

Most of what is known of Jesus' life comes from the Gospels, the first four books of the New Testament of the Christian Bible. Jesus began his public life of preaching when he was about 30 years old. His teachings were based on traditional Hebrew beliefs. He believed in one God and taught people to obey the Ten Commandments (see Unit 3, page 70). He believed people should love God with all their hearts, and they should love their neighbors as they love themselves. Jesus taught that God was loving and forgiving.



Jesus and followers

> *Love your enemies, do good to those who hate you,*
> *bless those who curse you, pray for those who mistreat you.*
> *If someone strikes you on one cheek, turn to him the other also.*
> *If someone takes your cloak, do not stop him from taking your tunic.*
> *Give to everyone who asks you, and if anyone takes what belongs to you, do not demand it back.*
> *Do to others as you would have them do to you.*
>
> *Luke 6: 27-31*

According to his followers, Jesus called himself the *Son of God*. He urged people to concentrate on helping others, and those who followed these teachings and believed in Jesus were promised spiritual salvation and eternal life. In the Sermon on the Mount, Jesus summed up his ethical message, which was similar to the Jewish ideas of mercy and sympathy for the poor and helpless.

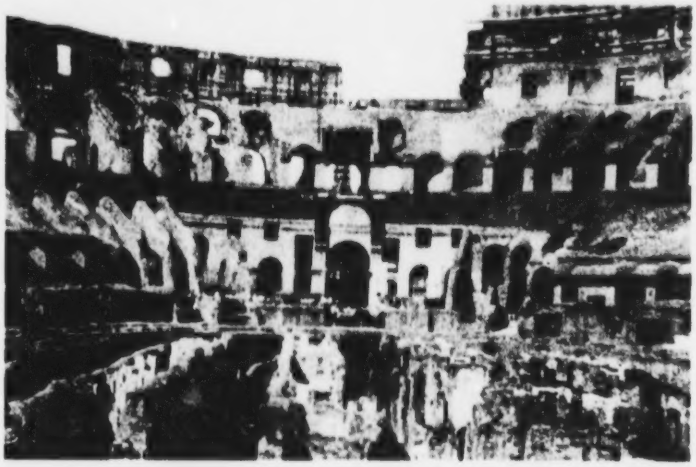
> *Blessed are the meek, for they shall inherit the Earth....*
> *Blessed are the merciful, for they will be shown mercy....*
> *Blessed are the peacemakers, for they will be called*
> *the children of God.*
>
> *Matthew 5: 5, 7, 9*

To the Roman authorities, Jesus was a revolutionary who might lead people in a rebellion against Roman rule. He was arrested, tried, condemned, and executed Roman-style (crucified) by being nailed to a cross and left to die of shock, loss of blood, and exposure.

The New Testament tells how Jesus rose from the dead and reappeared to his followers. Jesus encouraged them to spread his teachings. A Jew named Saul from Asia Minor converted to Christianity, changed his name to Paul, and began to preach the beliefs of Christianity. He set up churches from Mesopotamia to Rome. Because the Greek word for messiah or savior was Christos, the followers of Jesus became known as *Christians*.

Those known as Christians looked towards the teachings of the followers of Jesus Christ. While many groups of Christians existed, all believed in love for their fellow humans and equality in the eyes of God. Unlike the Romans, who believed there were many gods, the Christians believed in one God.

As the Christian beliefs grew in popularity, the leaders of the Roman Empire became nervous. Christians were mistreated by the emperors because they were afraid they would rebel against them. The Christians refused to worship the Roman emperor as a god or join the Roman army. In A.D. 64 Nero ordered the first persecution of Christians. Two apostles or followers of Christ, Peter and Paul, were killed during Nero's rule. As has happened to other groups of people since, the Christians were blamed for the political and economic decline within the Roman Empire. Christians were driven from the empire, imprisoned, and tortured. Toward the end of the second century A.D. through the third century A.D., Christians were cruelly **persecuted**.



The Colosseum was originally built to stage lavish spectacles, such as battles between animals and gladiators in various combinations. The extravagant, inhumane shows cost thousands of lives, among them those of many Christians. Emperors would compete with one another to see who could produce the most elaborate spectacles. In A.D. 80, for an opening performance, the arena was flooded and a complete naval battle with over 3,000 participants was performed before as many as 50,000 spectators.

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In the year A.D. 303, the Emperor Diocletian began the most extensive persecution of Christians. Thousands of Christians became **martyrs**—people who chose to die rather than give up their beliefs. This period of persecution had the reverse effect of what Diocletian intended. In spite of mistreatment, Christians continued to practice their religion. Christianity grew in popularity and spread through the empire.

Christianity eventually became the official religion of the Roman Empire. In the year A.D. 313, the Emperor Constantine issued the *Edict of Milan*. As a result of the Edict of Milan, all religious groups in the Roman Empire were accepted. Constantine did this after having had a *religious experience* that converted him to Christianity one year earlier. Emperor Theodosius made Christianity the empire's official religion in A.D. 380.

The Roman Empire Began to Decline

Following Marcus Aurelius' rule, Rome had fewer good emperors. Revolts and wars were frequent within the empire. Two emperors stopped the decline for a time. They were strong and powerful and took control of the government. The first was the general Diocletian, and the second was Constantine.

When Diocletian became the emperor in A.D. 284, his first effort was to restore order in the empire and increase its strength. To improve administration, Diocletian divided the Roman Empire into an Eastern and Western Empire. Because the empire had grown too large for one ruler, each part had its own emperor. Diocletian himself ruled the eastern province and turned over the rule of the western province to an associate. When Diocletian retired in A.D. 305, civil wars broke out. These wars continued until Constantine came to power in A.D. 312.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. to get someone to join a group, usually an army

______ 2. a person who chooses to suffer or die rather than give up something he or she believes in

______ 3. loyalty

______ 4. a government led by three people

______ 5. to treat a person or group harshly and unjustly

A. allegiance

B. martyr

C. persecute

D. recruit

E. triumvirate

Practice

Answer the following using short answers.

1. What government arose after the fall of the Roman Republic?

2. Who ruled in the First Triumvirate?

3. Who established the Roman Empire?

4. What changes did Augustus make in the empire?

5. What was the 200-year period at the beginning of the empire called?

6. What were the major beliefs of Christianity?

7. What were the results of the Edict of Milan?

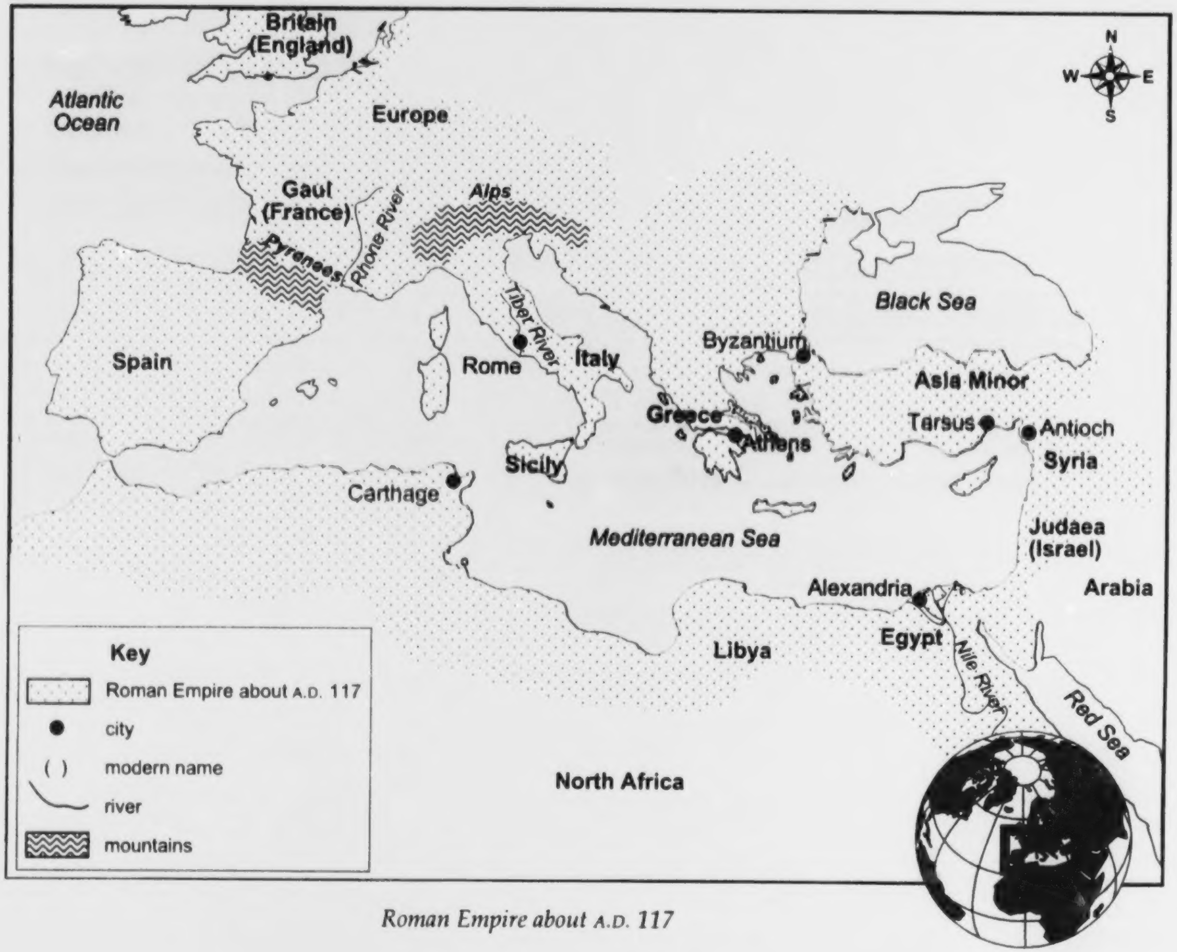
Practice

Use the map on the following page to answer the following using short answers.

1. Was Egypt part of the Roman Empire about A.D. 117? ____________
2. In which direction does Byzantium lie from Rome? ______________
3. What sea does the Roman Empire surround? ____________________

   ____
4. What river is close to Rome? ______________________________
5. What two important ancient cities are located on the northern coast of Africa? ____
6. In what direction would you go to travel from Spain to Italy? _____
7. What is the modern name for Gaul? ____________________________
8. What mountain range is north of Italy? _________________________
9. What mountain range separates Spain and Gaul? ________________

   ____
10. Which ocean is shown on the map? ____________________________


Britain
(England)
Atlantic
Ocean
Europe
Gaul
(France)
Alps
Pyrenees
Rhone River
Spain
Tiber River
Rome
Italy
Black Sea
Byzantium
Asia Minor
Greece
Athens
Tarsus
Antioch
Syria
Sicily
Carthage
Mediterranean Sea
Judaea
(Israel)
Alexandria
Arabia
Egypt
Libya
Nile River
Red Sea
North Africa
N
W
E
S
Key
Roman Empire about A.D. 117
city
( ) modern name
river
mountains

Roman Empire about A.D. 117

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The Decline and Fall of the Roman Empire

The empire began to decline at a rapid pace in the fourth century. Sensing the decline of Roman authority and morals, Constantine moved the capital of the empire from Rome east to Byzantium. In the year A.D. 330 the city of Byzantium was renamed Constantinople in honor of Constantine. Today, Constantinople is called *Istanbul*, and is the capital of Turkey.

Emperor Diocletian divided the Roman Empire into two separate empires. The western half of the Roman Empire had its capital in Rome. The eastern half had its capital in Constantinople and became known as the *Byzantine Empire*. The eastern half of the empire or Byzantine Empire survived after the western half of the empire was in decline. The western half, also known as the *Roman Empire*, continued to decline because it was getting little military and economic help from the East. Why did the Roman Empire decline after achieving so much greatness and power?

The decline of the Roman Empire was due to several factors. For one thing, the empire decayed from within. During the later years of the Roman Empire, the Roman armies included many Germanic mercenaries of uncertain loyalties. The decline of training, discipline, and morale of the army led to a sharp decline in Rome's military strength. Barbarian warriors were able to invade the empire and ultimately overthrow the Roman Empire. The values and morals of the middle class were rapidly declining. The early Roman ideals of duty, patriotism, and service to the state had vanished. The authority of the government was limited by the power of a few strong generals. The government of Rome became inefficient and corrupt.

Rivalries over the succession to the throne often led to civil wars. Heavy taxation and the widespread use of slaves led to serious economic problems. No factor can be singled out as the most important cause of the fall of the Roman Empire. Many causes, each of which influenced all the others, contributed to the empire's decline and fall.

FALL OF THE ROMAN EMPIRE

CONTRIBUTING CAUSES

Social	Economic	Political	Military
empire declined from within; values and morals were rapidly declining	land destroyed in battle caused poor harvests	fewer good emperors	threats of invasions of barbarians from the north
more foreigners came to live in Rome	high taxes	revolts and wars were frequent within the empire	did not keep the military draft; generals began recruiting their own soldiers
disloyalty and lack of patriotism	farmers had to sell their farms to pay taxes	many lost feelings of responsibility and public duty	general with strongest armies could defy the government
contrast between rich and poor	slaves took jobs held by the common people	authority of the government was limited by the power of a few strong generals	decline of patriotism and loyalty among soldiers to the empire
lack of interest in public affairs	many farmers and workers became unemployed, poor, and hungry	division of the empire into an Eastern and Western Empire	
lack of confidence in the empire			

IMMEDIATE CAUSES

Invasion from the north by the Huns and from the south by the Vandals invading from North Africa

In addition, the successful invasion of barbarians from the north, especially at the beginning of the fifth century, proved the Roman Empire was merely a fragile, empty shell. In A.D. 410 the Visigoths, under Alaric I, entered Rome and destroyed it. Then, in A.D. 451, Attila the Hun from the north sacked Rome. The Vandals, after invading North Africa, invaded Italy in A.D. 455. The western half of the Roman Empire existed no longer. The last Roman emperor was a 14-year-old boy named Romulus Augustulus. In A.D. 476, he was overthrown by a German general named Odoacer and sent into exile.

Roman mosaic of the leaves of the acanthus plant

During hundreds of years, from the establishment of the Roman Republic up to the decline of the Roman Empire, Roman civilization flourished. It must be understood that in art, literature, and philosophy, the Romans borrowed from Greek ideas. However, in the area of engineering, law, and administration, the Romans were leaders. They also had a great sense of history and recorded all of their triumphs.

Practice

Answer the following using short answers.

1. What was Byzantium renamed? ______________________________

2. Describe three factors which contributed to the decline of the Roman Empire. ____

____

____

____

____

3. In what areas did the Romans make original contributions?

____

____

____

____

Roman Contributions to Civilization

Engineering and Architecture

The Romans excelled in building and in engineering many roads, bridges, and harbors. These structures were so solidly built that even today one can visit Roman ruins throughout western and eastern Europe. These include the Colosseum and the Pantheon in Rome, aqueducts (a system by which water is brought to cities from far away) in southern France, and baths in England. These are just four examples of incredible engineering feats left by the Romans, to say nothing of the 50,000 miles of roadways they built between Scotland in the north and Syria in the east.

The Roman forum was once a marketplace and a gathering spot for political discussions.

Architectural ideas borrowed from the Romans can be seen in Washington, D.C., the capital of the United States. Roman-style architecture can also be seen in New York, Paris, Istanbul, and other places around the world.

Science and Mathematics

Roman scientists used information gathered from other civilizations. The discoveries of Galen, a Greek physician, formed the basis of Roman medical knowledge. The ideas of Ptolemy, a Greek astronomer, were the basis of Roman astronomy. Ptolemy thought that Earth was the center of the universe and the sun revolved around Earth. His ideas were later corrected by Copernicus, a 16th century A.D. astronomer.

Law

Roman laws and justice were Rome's greatest contribution to western civilization. Romans based their laws on the principles of justice and reason. The Romans started the system of common laws to protect the citizen. Most governments use a system of common laws in some form today.

Some of the most important principles of Roman law were as follows:

- All persons are equal under the law.
- A person is considered innocent until proven guilty.
- The burden of proof rests with the accuser rather than the accused.
- Unfair or unreasonable laws can be set aside.

In the area of government, the modern world adopted many of the Roman methods for administration of land and people. The structure of Roman government, with its consuls, Assemblies, and Senate, is similar to the executive, legislative, and judicial branches of the United States and other current democracies. The idea of representative government also came from the Romans.

Art

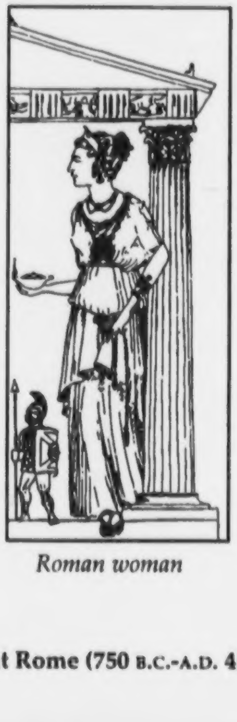
Roman sculptors adapted Hellenistic styles, portraying their subjects realistically, showing every wart and vein. In stone and on coins, the carved portraits revealed an individual's character. A statue of an emperor might capture an expression of pride or smugness.

Language and Literature

The language of the Romans, Latin, is the basis of many modern languages, including Spanish, French, Portuguese, and Romanian. English has many words which came from Latin, as well.

The Romans produced many great works of literature. Some of the best Roman poets lived during the rule of Augustus. The poet Virgil wrote the *Aeneid*, an epic poem that tells the story of Aeneas, whose descendents founded Rome. Horace wrote poems that praised early Roman virtues of duty, honor, and patriotism. Ovid wrote poetry for enjoyment.

The Roman historian Livy wrote an encyclopedic history of Rome from its founding to the period of Augustus' rule. He wrote about the heroism and


Roman woman

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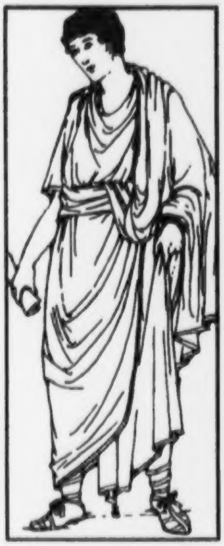
patriotism of the early Romans. The historian Tacitus described life among the German tribes on the Roman frontier. His works also criticized the selfish, pleasure-loving lives of the Romans.



Roman man

Rome's Lasting Influence

Because Roman civilization lasted so long and because its effects were so far reaching, it is important to understand Roman contributions to history. Even though its Empire collapsed, Rome left a cultural heritage that has influenced western civilization ever since. The Romans spread the teaching of the Greeks along with their own contributions and carried Greco-Roman culture throughout Western Europe.

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Practice

Answer the following using short answers.

1. How is the United States government similar to the Roman government? ____________________________________

____

____

____

2. Why is the language of the Romans and Latins so important? _____

____

____

3. What are three examples of engineering feats left by the Romans?

____

____

____

4. What was Rome's greatest contribution to western civilization?

____

____

____

____

____

5. How has that contribution influenced us today? ____________

6. Why is it important to understand the Roman civilization? ______

Review

Rome began as one of many city-states on the Italian peninsula. In 509 B.C., Rome was able to overthrow its foreign rulers and establish the Roman Republic. Over time the Romans dominated all of Italy.

The government of the Roman Republic was democratic in some ways. For instance, it had legislative assemblies, such as the Senate, the Assembly of Centuries, and the Assembly of Tribes. Even though the government had some democratic features, Roman society had a rigid class structure. The patricians were wealthy and powerful. The plebeians were the common people. Most people in the Roman Republic were slaves.

The Romans continually expanded their territory. They eventually extended the Republic around the Mediterranean through a series of wars. For instance, the Romans fought the people of Carthage, a city in North Africa, for control of the Mediterranean Sea. The Romans and Carthaginians fought three wars, known as the Punic Wars.

The expansion of Rome led to the downfall of the Roman Republic. With new wealth, the people were less loyal to the state. Farmers lost their jobs when slaves replaced them or when their land was destroyed in battle. New slaves took the jobs of other workers, too. The growing class of poor had little power in government. Fighting between the patricians and the plebeians divided the country. Finally, a military reform allowing generals to recruit members for their own armies undermined the unity of the Republic. Because these new soldiers were loyal mainly to their generals, the generals were in a position to take control of Rome.

Three military leaders agreed to rule Rome jointly in the First Triumvirate: Pompey, Crassus, and Caesar. After the death of Crassus, Pompey and Caesar fought for control of Rome. Caesar won and became a dictator for life. Although he made many contributions to Roman life, he was assassinated in 44 B.C. by a group who feared he was becoming too powerful.

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A Second Triumvirate was formed, but soon they fought among themselves just as the first triumvirate had. Octavian was the winner of this conflict. He was renamed Augustus Caesar; under his rule the Roman Empire was established. Augustus ruled fairly, although he took power away from the Senate and added to his own power. The next 200 years after Augustus's death are called the Pax Romana because they were generally peaceful years.

After the death of the emperor Marcus Aurelius in A.D. 180, the Roman Empire began to decline. In A.D. 330, the emperor Constantine moved the capital from Rome east to Byzantium. The eastern part of the empire survived while the western part declined.

The Roman Empire declined for many reasons. Most of the people in the army were peasants; they were unhappy with their situation and became disloyal. At the same time, the army generals were gaining power and challenging the emperor's authority. Values and morals began to decline. Finally, the barbarians invading from the north and from the south continued to weaken the empire. In A.D. 476 the barbarians completed the defeat of the Roman Empire.

The Romans were defeated, but they left a lasting legacy of achievements. Latin, the language of the Romans, was the basis of many modern languages. Roman engineering skills can still be seen today in the remains of the marble buildings, aqueducts, and roads they built. The idea of representative government served as a model for many modern governments today. Roman laws and justice were Rome's greatest contributions to western civilization.

Practice

Use the list below to write the correct term for each definition on the line provided.

allegiance
Assembly of Centuries
authority
consul
legislative
martyr
moral
patricians
persecute
plebeians
recruit
republic
Senate (Roman)
triumvirate
veto

__________________________ 1. a government led by three people

__________________________ 2. system of government in which officials are elected by the citizens

__________________________ 3. a person who chooses to suffer or die rather than give up something he or she believes in

__________________________ 4. good, honest, and truthful

__________________________ 5. elected members of Roman government; dealt with military affairs

__________________________ 6. most powerful branch in Roman government

__________________________ 7. to treat a person or group harshly and unjustly

__________________________ 8. having to do with the branch of government that has the power to make or pass laws

__________________________ 9. loyalty

__________________________ 10. Roman government officer whose job it was to draw up, explain, and carry out the laws

______________________ 11. Romans who were not patricians; the common class of workers, farmers, artisans, and merchants

______________________ 12. the aristocrats of Rome; the upper class; born to a wealthy family

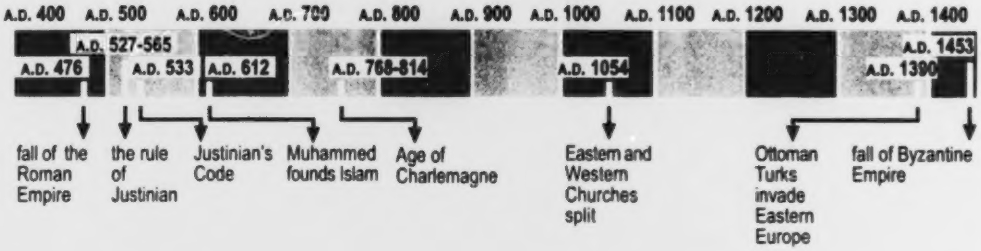
______________________ 13. the power or right to act, order, or make decisions

______________________ 14. to get someone to join a group, usually an army

______________________ 15. to reject or refuse to approve

Unit 7: The Byzantine Empire and the Rise of Islam (450-1453)

Timeline of the Byzantine Empire


A.D. 400
A.D. 500
A.D. 600
A.D. 700
A.D. 800
A.D. 900
A.D. 1000
A.D. 1100
A.D. 1200
A.D. 1300
A.D. 1400
A.D. 527-565
A.D. 476
A.D. 533
A.D. 612
A.D. 768-814
A.D. 1054
A.D. 1453
A.D. 1390
fall of the Roman Empire
the rule of Justinian
Justinian's Code
Muhammed founds Islam
Age of Charlemagne
Eastern and Western Churches split
Ottoman Turks invade Eastern Europe
fall of Byzantine Empire

This unit emphasizes the events which caused the split in the Roman Catholic Church and the characteristics of the Islamic religion.

Unit Focus

- significance of the location of the Byzantine Empire
- contributions of Justinian
- contributions of the Byzantine Empire
- characteristics of the Islamic religion
- contributions of the Islamic civilization

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Vocabulary

Study the vocabulary words and definitions below.

access	an entrance or approach
autocrat	a ruler who holds complete power
codify	to classify and record
discontent	unhappiness and restlessness
fast	to eat little or no food
prophet	a religious leader who is believed to be able to interpret God's will

The Byzantine Empire and the Rise of Islam (450-1453)

The Eastern Roman Empire

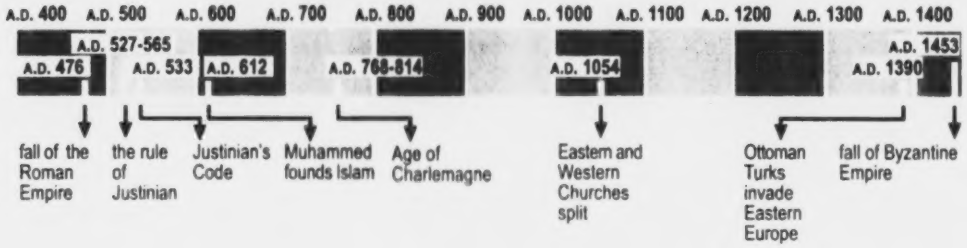
As discussed in the last unit, the Emperor Constantine moved the capital of the Roman Empire to Byzantium in Asia Minor.

After the fall of the Roman Empire around A.D. 476, the ancient world came to an end. In its place arose three civilizations: the Byzantine Empire (also known as the Eastern Roman Empire), the Muslim Empire, and Western Europe. The Byzantine Empire, the focus of this section, lasted about 1,000 years.

Constantinople, the capital of the Byzantine Empire, is located on the Bosporous Strait—the waterway connecting the Black Sea and the Mediterranean Sea (see map on page 194). Its geographic location was excellent because it allowed **access** to the seas. In this way, Constantinople was able to control important trade routes between east and west, and north and south.

Economically, the city of Constantinople was quite rich. Its geographic location made it a crossroad between east and west. The Byzantine Empire controlled rich mines of copper, silver, gold, and fertile farmland. Constantinople also enjoyed prosperity due to its trade relationship with Asia, India, and parts of Europe. Among the products traded were furs, jewels, and other precious metals.

Timeline of the Byzantine Empire


A.D. 400
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A.D. 1300
A.D. 1400
A.D. 476
A.D. 527-565
A.D. 533
A.D. 612
A.D. 768-814
A.D. 1054
A.D. 1390
A.D. 1453
fall of the Roman Empire
the rule of Justinian
Justinian's Code
Muhammed founds Islam
Age of Charlemagne
Eastern and Western Churches split
Ottoman Turks invade Eastern Europe
fall of Byzantine Empire

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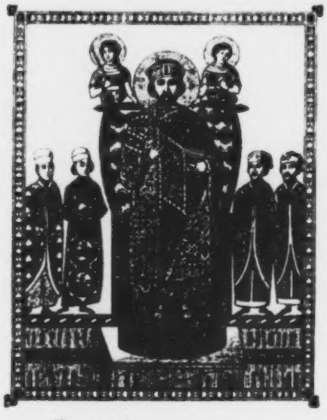
The Rule of Justinian (527–565)

The Byzantine Empire was ruled by **autocrats** who held complete power. Probably the greatest leader of the Byzantine Empire was Justinian. He ruled for about 40 years, from A.D. 527–565. Justinian was very talented in the areas of law, music, and architecture.

Under Justinian's rule, the Byzantine Empire gained back some of the Western Roman Empire lost to the barbarians. Under Justinian, the Byzantine Empire expanded westward and reached its greatest extent. Anxious to restore the former Roman Empire, Justinian conquered northern Africa, southern Spain, and Italy. The army under Justinian was able to defeat the Persians in the east. This prevented the Persians from taking the capital city of Constantinople. Probably the greatest contribution Justinian made was to **codify** the laws of the Roman Empire. This meant that all of the laws under which the people were governed were written down in one complete book. This enabled the laws to be kept for many generations. These laws are known as the *Justinian's Code*. In addition, under the command of Justinian, work began on the Hagia Sophia or "Holy Wisdom," one of the world's most beautiful churches. This church differs from those found in Western Europe. Its domed roof is shaped like an onion. The church itself is surrounded by four towers with pointed tops. Because Justinian was such a powerful ruler, the Byzantine Empire nearly collapsed when he died.

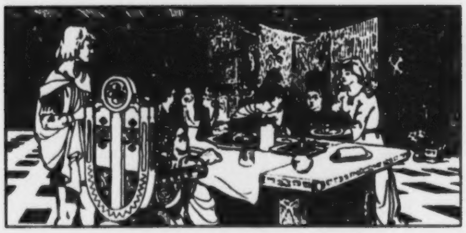
Justinian ruled the Byzantine Empire with his wife, Theodora. While they were in power, Theodora helped to improve the status of women in the Byzantine Empire. Women were permitted to own property, for example.



Byzantine emperor

The army of the Byzantine Empire was a professional and well-disciplined force. This was necessary in order to protect the Byzantine Empire from attack, first from barbarians like the Huns, the Slavs, and the Turks, and then the Arabs, and later from the Crusaders of Western Europe. The navy of Byzantium was very powerful, enabling the leaders to control the seas and prevent attack.

Nevertheless, in spite of the excellent army and navy, the government was unable to slow the rise of **discontent** among the people of the Byzantine Empire. For example, in order to



Byzantine meal of the wealthy

maintain the Byzantine Empire, it became necessary to tax the people more and more. This tax burden angered the people. In A.D. 532, a revolt of taxpayers in Constantinople threatened the government. Justinian's army crushed the rebels, killing up to 30,000 people. From this time until his death, Justinian's rule was unchallenged.

From Justinian's reign until the 15th century, the Byzantine Empire had to constantly fight invaders. The Byzantine Empire gradually began to lose its territories and became weakened by years of fighting. By the late 1300s, the Byzantine Empire consisted of only the city of Constantinople and a small part of Greece. In 1453, the Ottoman Turks, who practiced Islam, one of the world's major religions, captured Constantinople and renamed it Istanbul. This Christian city became the capital of the Ottoman Empire. This ended the Byzantine Empire.

Religion in the Byzantine Empire

Christianity was not the same in the Byzantine Empire as it was in the Western Empire. There was much disagreement about customs of the Church.

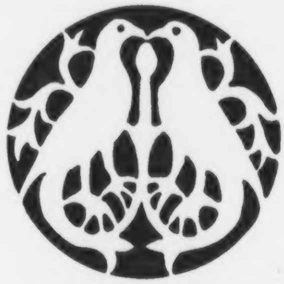
One very important event in the history of the Byzantine Empire was the split in the Catholic church between the east and west. Until the middle of the 11th century, the people of the Byzantine Empire continued to follow the religion of the Roman Catholic Church. Then, in 1054 after years of arguing between the Roman Catholic Popes and the patriarchs of Constantinople, the Byzantine Empire formed its own church. Today, millions of Eastern Europeans and Russians follow what is now called the *Greek Orthodox* or *Eastern Orthodox Church.*

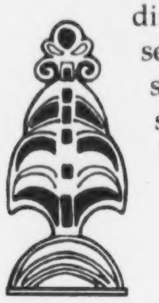
Byzantine Contributions to Civilization

The contributions of Byzantium were most significant in Eastern Europe. The Byzantine Empire blended Roman, Christian, Greek, and Middle Eastern elements to create a unique culture. Even today in Istanbul, the modern name for Constantinople, a visitor can see this blend. With the

Justinian's Code, the Byzantine Empire preserved Roman law. Greek culture and language were absorbed into Byzantine culture. The Ottoman conquerors adapted features of Byzantine government, social life, and architecture. Even today, the Russian alphabet contains some Greek letters.

Art


Byzantuine bird design


Byzantuine tree design

Byzantine artists made unique contributions, especially in religious art and architecture, that have influenced western styles since the Middle Ages to the present. Designed to evoke the presence of God, icons, religious images painted on small wooden panels staring directly outward, gave viewers a sense of personal contact with the sacred. The figures themselves seemed to glow because the artist painted upon a background of reflecting gold paint. Mosaics, pictures or designs made of colored bits of stained glass or tile cemented in place, brought scenes from the Bible to life. In architecture, Byzantine palaces and churches blended Greek, Roman, Persian, and other Middle Eastern styles.

Literature

Byzantine scholars produced their own books and also preserved the classic works of ancient Greece. Byzantine historians were mostly concerned with writing about their own times, just like Greek historians. Considered by many scholars to be the western world's first important female historian, Anna Comnena analyzed the reign of her father, Emperor Alexius I, and portrayed Latin crusaders as greedy barbarians.

As the Byzantine Empire threatened to collapse, Greek scholars left Constantinople in the 1400s to teach at Italian universities. Along with their knowledge of Greek and Byzantine culture, they took valuable Greek manuscripts to the West. The work of these scholars contributed to the European culture first developing known as the *Renaissance*.

The Rise of Islam

The religion of Islam got its start in the Arabian Peninsula. At one time, the Islamic world covered North Africa, Arabia, Persia, Asia Minor, Spain, and part of France. Islamic culture is a blend of east and west. Today, over one billion people believe in the Islamic faith.

The millions who practice the religion of Islam are called *Muslims* and believe in Allah, or God. The Quran or Koran is the Islamic holy book, and teaches the basic ideas of the Islamic faith. The followers of Islam believe that Muhammed is the **prophet** or messenger of Allah. The holy city of Islam is Mecca, where millions still visit for prayer each year. Mecca is located in present-day Saudi Arabia.

Muhammed, an Arab merchant, is believed to have begun his preaching in Mecca. He made many enemies and was forced to leave Mecca. He did not agree with such religious practices as worshipping idols. He also believed all Muslim men were equal.

Muslims have five religious responsibilities known as the *Five Pillars of Islam*. The people of Islam pray five times a day. Each time, they go down on their hands and knees, face the holy city of Mecca, and recite a prayer. Once each year for one month called *Ramadan*, the people of the Islamic faith **fast**, or go without food, from sunrise to sunset. This is to remind them to care for those who are in need. They must also give to the poor. They must offer a statement of their faith that "There is no God but Allah," and they are expected to go to Mecca at least once in their lifetime. Muslims believe in the same God as Jews and Christians and recognize many of the same prophets. They recognize no official priests who mediate between the people and God.

The Five Pillars of Islam

1. required to worship only one God, Allah, and to accept Muhammed as Allah's prophet, or messenger
2. required to pray five times a day, facing toward Mecca
3. required to fast, or not eat, from sunrise to sunset during the one holy month of the year
4. commanded to give a portion of their wealth to the needy
5. required to visit Mecca at least one time in their lives

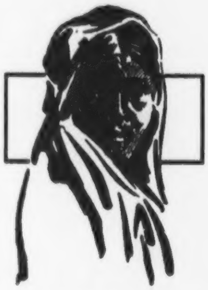
Islam teaches that people are responsible for their own actions. Each individual will stand before God on the final judgement day and face either eternal punishment in hell or eternal bliss in paradise, depending upon his or her actions. True followers of Islam believe that they will be rewarded with eternal life in paradise upon their death.

The governments of Islamic nations take their laws directly from the Quran. The Caliphs, Muslim political and religious leaders, rule in the community. Punishment is very harsh for those who disobey the laws of the religion. Muslims who die fighting for the faith are promised entrance to paradise. Religious wars are called *Jihads*.

Women in Early Muslim Society

The Quran, the Islamic holy book, states that men are managers of the affairs of women and that righteous women are therefore obedient.

The Quran also states that men and women are spiritually equals in the eyes of God. Islamic law guarantees women some legal rights concerning marriage, family, and property. Muslim women are excluded from public life. In private life they are in charge of the household and the raising of the children.



Many Muslim women today still wear the traditional clothing, such as the chador.

Islamic Contributions to Civilization

Philosophy

Islamic tradition held that truth could be known through faith in Allah. Islamic philosophers tried to combine that tradition with the Greek tradition that humans could gain truth through reason. Christian thinkers in medieval Europe would try to do the same much later.

Literature

The Quran, the Islamic holy book, was a major contribution to literature. It established Arabic as an expressive literary language. Even before the Quran was written, Arabs had a strong tradition of storytelling and were

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particularly fond of poetry. Fictional adventure stories also played an important part in Islamic literature. The best-known collection is *The Arabian Nights* or *The Thousand and One Nights*. The tales of Aladdin, Ali Baba, and Sinbad are known today all over the world.

Art and Architecture

Since the Quran forbids the worship of idols, Muslim religious leaders forbade artists to portray God or human figures in religious art. As a result, Muslim artists developed a decorative style called *arabesque*. Arabesque used detailed abstract geometric patterns of curved lines. Walls and ceilings of mosques, textiles, rugs, and glassware were decorated with the intricate designs. In nonreligious art, some Muslim artists painted human and animal figures and excelled at painting miniatures to illustrate books.

Muslims also perfected skills in calligraphy or artistic lettering. They worked the flowing Arabic scripts into decorations on pages of verse from the Quran and on buildings and objects of art.

Mosques were the most important buildings in the Islamic world. The architecture of mosques became a major art form. The architecture of mosques featured domes, towers called *minarets*, clusters of marble columns, vaulted ceilings, and pointed arches. One of the greatest mosques is in Jerusalem and is called the *Dome of the Rock*.

Science, Mathematics, and Astronomy

Muslims excelled in science. Many inventions and important ideas were developed by Islamic scientists. With centuries of trade and travel to India, China, Russia, Africa, and Europe, geographers developed a map of the Earth.

The greatest Muslim mathematician was al-Khwarizmi. His work prepared the way for the study of algebra. Evidence of Islamic contributions to modern mathematics exists in the English language with terms from Arabic including algebra and zero.

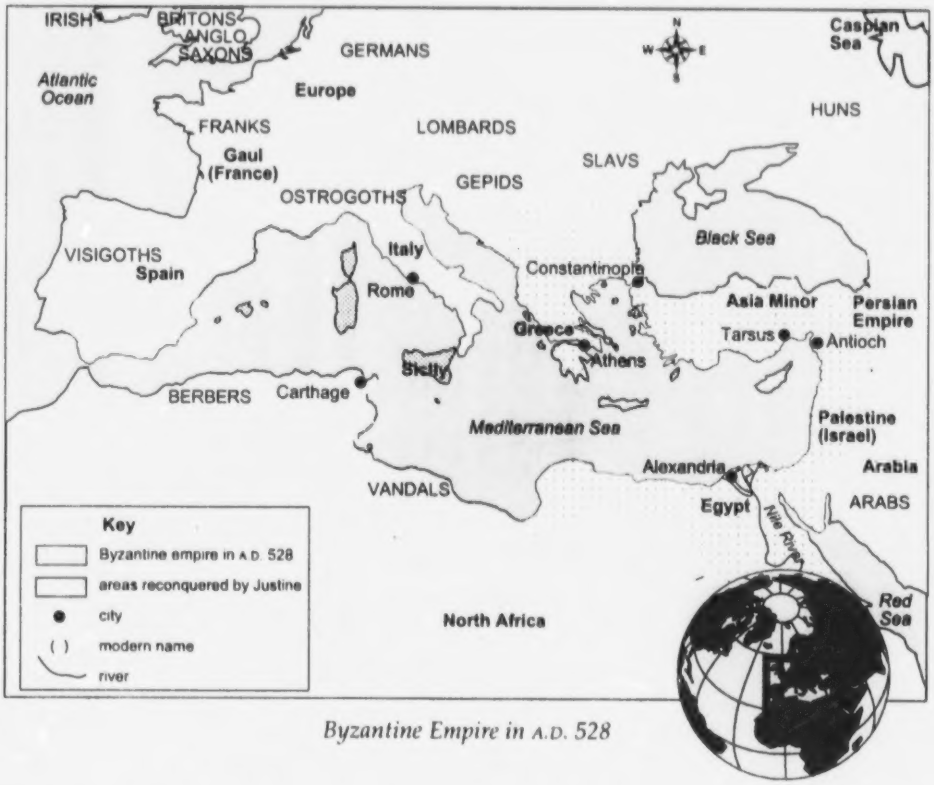
Muslim astronomers accurately calculated the circumference of the Earth within a few thousand feet. Muslim astronomers and navigators perfected instruments to observe the stars. They accurately determined latitude and longitude, helping to pave the way for later explorers.

Medicine

Muslims made advances in medicine. They wrote various books and an encyclopedia on topics such as measles and smallpox and included a list of over 4,000 prescriptions. Arab pharmacists were the first to mix bitter medicines and sweet-tasting syrups.

One of the most original medical thinkers was al-Razi. He advised doctors to treat the mind as well as the body. He taught doctors to make hopeful comments so that patients would recover faster.

In surgery, Muslims introduced the use of animal gut to stitch cuts and wounds. Muslim eye surgeons developed a way to treat cataracts by drawing fluid from the eye's lens with a hollow needle.


IRISH
BRITONS
ANGLO SAXONS
GERMANS
Caspian Sea
Atlantic Ocean
Europe
HUNS
FRANKS
LOMBARDS
Gaul (France)
SLAVS
GEPIDS
OSTROGOTHS
Black Sea
Italy
VISIGOTHS
Spain
Constantinople
Rome
Asia Minor
Persian Empire
Greece
Tarsus
Antioch
Athens
Sicily
BERBERS
Carthage
Palestine (Israel)
Mediterranean Sea
Alexandria
Arabia
VANDALS
Egypt
ARABS
Nile River
Key
Byzantine empire in A.D. 528
areas reconquered by Justine
city
( ) modern name
river
North Africa
Red Sea
N
S
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W

Byzantine Empire in A.D. 528

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Practice

Answer the following using complete sentences.

1. What three civilizations arose after the fall of the Roman Empire?

2. What were the geographic advantages of Constantinople? ________

3. Who was the greatest leader of the Byzantine Empire? ________

   What was one of his greatest accomplishments? ________

4. Why was the city of Constantinople rich and what is it called now?

5. What were the Byzantine contributions to civilization? __________

6. What is the Islamic name for God? __________

7. What do followers of Islam believe about Muhammed? __________

8. What is the holy city of Islam? __________

9. In what modern country is Mecca? __________

10. In what book are the laws of the Islamic faith written? __________

11. What were the Islamic contributions to civilization? __________

Review

The Byzantine Empire, founded when the Roman emperor Constantine moved his capital to Byzantium, outlasted the fall of the Roman Empire in the West by 1,000 years. Byzantium was an excellent place for a capital because it was located on the waterway connecting the Mediterranean Sea to the Black Sea. Here, Byzantium was able to control trade routes between east and west, and north and south.

Justinian was probably the greatest ruler of the Byzantine Empire. He ruled from A.D. 527-565. Justinian recaptured lands to the west that the barbarians had taken from the Roman Empire, and he defeated the Persians in the east. Justinian's greatest contribution was the codification of the laws of the Roman Empire. These laws are known as Justinian's Code.

Until the 11th century the people of the Byzantine Empire followed the religion of the Roman Catholic Church. For a long time Byzantine emperors had argued with the popes, and finally the Byzantine Empire formed its own separate church. Today this church is called the Greek Orthodox Church or the Eastern Orthodox Church.

The Byzantine Empire eventually weakened because of the discontent of the people, who felt they were taxed too heavily, and the constant warfare against the barbarian tribes. The Byzantine Empire fell in 1453 when the Ottoman Turks took Constantinople.

The Ottoman Turks were Muslims. Muslim is the name given to people who follow the Islamic religion. This religion was founded in the Arabian peninsula by a man named Muhammed. Muslims worship Allah, or God, and believe that Muhammed was the prophet of Allah. Muslims follow the lesson of their faith as taught in their holy book, the Quran (Koran). Mecca, in Saudi Arabia, is the holy city of Islam. Muslims pray five times a day, bowing in the direction of Mecca each time.

In Islamic nations today, the governments take their laws directly from the Quran. The religious leaders are also political leaders. Islamic contributions included advancements in science, mathematics, astronomy, and medicine. Their contributions are evident today in terms used in mathematics and science.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. ruler who has complete power

______ 2. unhappiness and restlessness

______ 3. a religious leader who is believed to be able to interpret God's will

______ 4. to eat little or no food

______ 5. to classify and record

______ 6. an entrance or approach

A. access

B. autocrat

C. codify

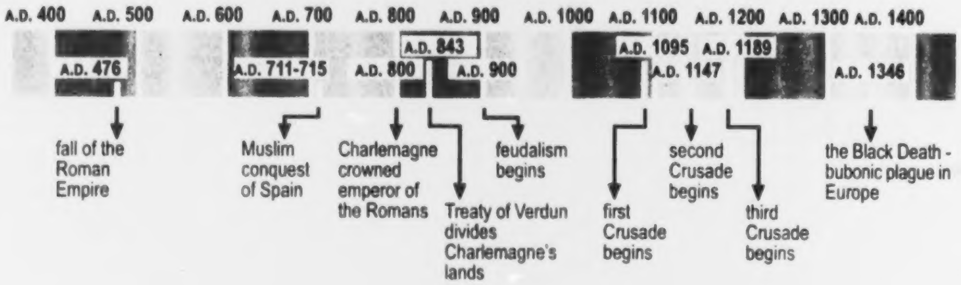
D. discontent

E. fast

F. prophet

Unit 8: Middle Ages in Europe (476-1400s)

Timeline of the Middle Ages in Europe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A.D. 1200
A.D. 1300
A.D. 1400
A.D. 476
A.D. 711-715
A.D. 800
A.D. 843
A.D. 900
A.D. 1095
A.D. 1147
A.D. 1189
A.D. 1346
fall of the Roman Empire
Muslim conquest of Spain
Charlemagne crowned emperor of the Romans
Treaty of Verdun divides Charlemagne's lands
feudalism begins
first Crusade begins
second Crusade begins
third Crusade begins
the Black Death - bubonic plague in Europe

This unit emphasizes major factors in the fall of the Roman Empire and the influence this had on Europe. The unit also discusses the beginning of feudalism and how the Church affected the lives of individuals of this period.

Unit Focus

- groups and individuals directly involved with Rome's collapse
- cultures of these groups and their influences on the fall of the Roman Empire
- reasons for the decline of Rome
- changes in Europe due to the fall of the Roman Empire
- origins of feudalism
- reasons why the Church played such a significant part during this period
- how the Church influenced thinking and behavior during the feudal period

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Vocabulary

Study the vocabulary words and definitions below.

bourgeoisie	the middle class
communication	an exchanging or sharing of ideas, feelings, thoughts, or information
convert	to adopt a different religion or belief
decline	to grow smaller or weaker; to decrease
economic	having to do with the way money and goods are produced, how they are divided up among people, and how they are used
excommunicate	to deprive a person of the rights of church membership
feudal system	a system in which land was given by a lord in return for military or other service
feudalism	a system in which the people owed loyalty to the wealthy landowners in exchange for protection
fief	an estate granted by a lord to a vassal in exchange for service and loyalty
guild	a system in which one learns a trade and is presented with membership in that trade's organization

illiterate	not able to read or write
influence	the power of a person or thing to produce an effect on others
invasion	the act of entering and trying to conquer a territory
lord	a powerful man who lived in a castle and had many people under his command
manor	a large area of land belonging to a lord in the Middle Ages
migrate	to move from one place to another
moat	a deep, wide ditch, usually filled with water, dug around a castle or town for protection against enemies
monk	a man who has separated himself from the rest of the world and lives according to religious vows
political	having to do with government
population	the number of people who live in an area
professional	one who is specially trained and paid for the value of his or her skills

protection	the keeping of someone or something from harm
sanctuary	a safe place
serf	a person forced to stay and work on the land belonging to the lord
social	having to do with people and how they get along as a group
turmoil	great confusion and disorder
unite	to bring or join together
unsanitary	unclean; filthy
vassal	a person receiving land and protection from a lord in return for loyalty and military service

Middle Ages in Europe (476-1400s)

Invasions of Western Europe

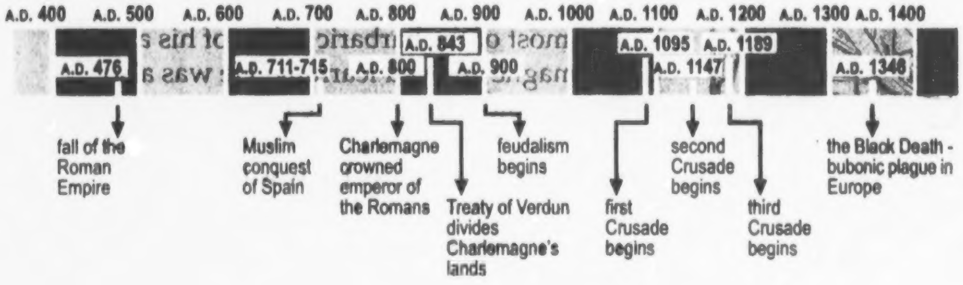
The period from the fall of Rome in A.D. 476 through the 500 or so years that followed is known as the *early Middle Ages*. This period is characterized by a series of **invasions,** each more destructive than the one before. Western European cities were destroyed. Violent and criminal behavior affected almost everyone. Valuable art was stolen. Rome, which at one time had a **population** of over one million, had a population of less than 50,000 by the end of the fifth century.

During the period of these invasions, learning and education became less important. People could not and would not travel because they were scared. Trade nearly stopped. Sea travel was dangerous because pirates sailed in search of treasure. It was not uncommon for towns to disappear after a tribe attacked.

The only organized group which tried to maintain some order was the Roman Catholic Church. This was not an easy task. Fortunately, the Church had some strong-willed popes who were eventually able to convince some leaders of the various tribes to settle down. In fact, many tribal leaders were **converted** to Christianity. Clovis, a great early leader of the Franks, became a Christian, for example.

The most powerful tribes came from present-day Germany. The Germanic tribes **migrated** westward and southward. By the end of the fifth century, two Germanic tribes, the Angles and Saxons, ruled in England. The Franks ruled in what is now France. The Ostrogoths and the Lombards held northern Italy.

Timeline of the Middle Ages in Europe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A.D. 1300
A.D. 1400
A.D. 476
A.D. 711-715
A.D. 843
A.D. 800
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A.D. 1095
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Muslim conquest of Spain
Charlemagne crowned emperor of the Romans
Treaty of Verdun divides Charlemagne's lands
feudalism begins
first Crusade begins
second Crusade begins
third Crusade begins
the Black Death - bubonic plague in Europe

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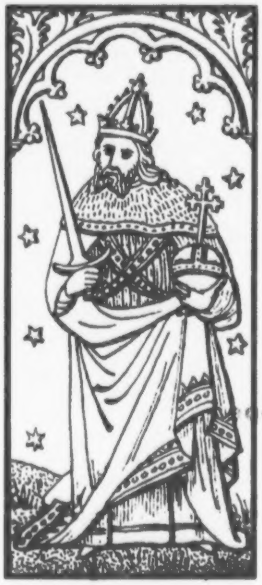
The Franks

In A.D. 732, a leader of the Franks named Charles Martel, which means Charles the Hammer, defeated the Islamic invaders in France in what was called the *Battle of Tours*—one of the most important events in the history of Europe. By defeating the Muslims and driving them back to Spain, Charles Martel saved the Roman Catholic Church in Europe. Perhaps today, Western Europe would be another Islamic region if Charles Martel had not won.

The son of Charles Martel, Pepin the Short, became the first King of the Franks. He defeated the Lombards in northern Italy. Pepin gave the captured lands to the pope in Italy. This was very important for the history of the church. With **protection** from the Franks, the pope was able to begin rule over a territory in Italy known as the *Papal States*. In addition, Byzantine and Islamic **influence** in Italy began to decline. At the same time, the power of the Roman Catholic Church began to grow.

Charlemagne



Charlemagne gave the people of Western Europe the wisest government since the days of the Roman Empire.

Pepin the Short had a son named Charlemagne, which means Charles the Great, who conquered more lands throughout Italy and present-day Germany. He remained friendly with the pope and was a devout Christian. Charlemagne tried to throw the Muslims out of Spain, but he failed. He did, however, gain control of much of central Europe.

On Christmas Day, A.D. 800, Pope Leo III crowned Charlemagne the emperor of Rome. Charlemagne's empire was culturally much more Germanic than Roman.

Unlike most of the barbaric rulers of his age, Charlemagne enjoyed learning. He was also skilled at holding his empire together. This was no easy task. Charlemagne traveled his lands, maintaining his empire. He was helped by inspectors who reported on the conditions of the empire each year.

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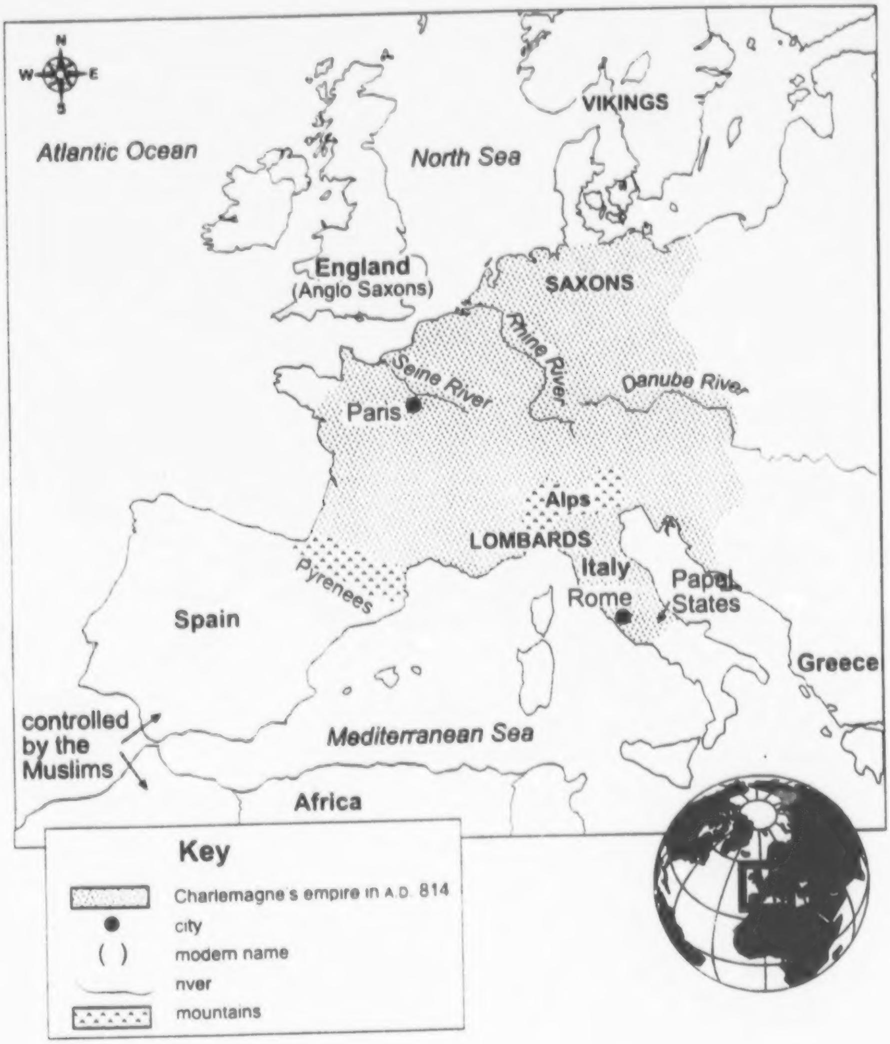
After Charlemagne's death in A.D. 814, his sons were unable to hold his empire together. Rich landowners and generals now took power. A new era known as the age of **feudalism** was about to begin in Europe.

The breakup of Charlemagne's empire happened as a result of the Treaty of Verdun, signed by his three grandsons in A.D. 843. The empire was divided into the East Frankish Kingdom under Lothair, the Central Kingdom under Louis the German, and the West Frankish Kingdom ruled by Charles the Bald.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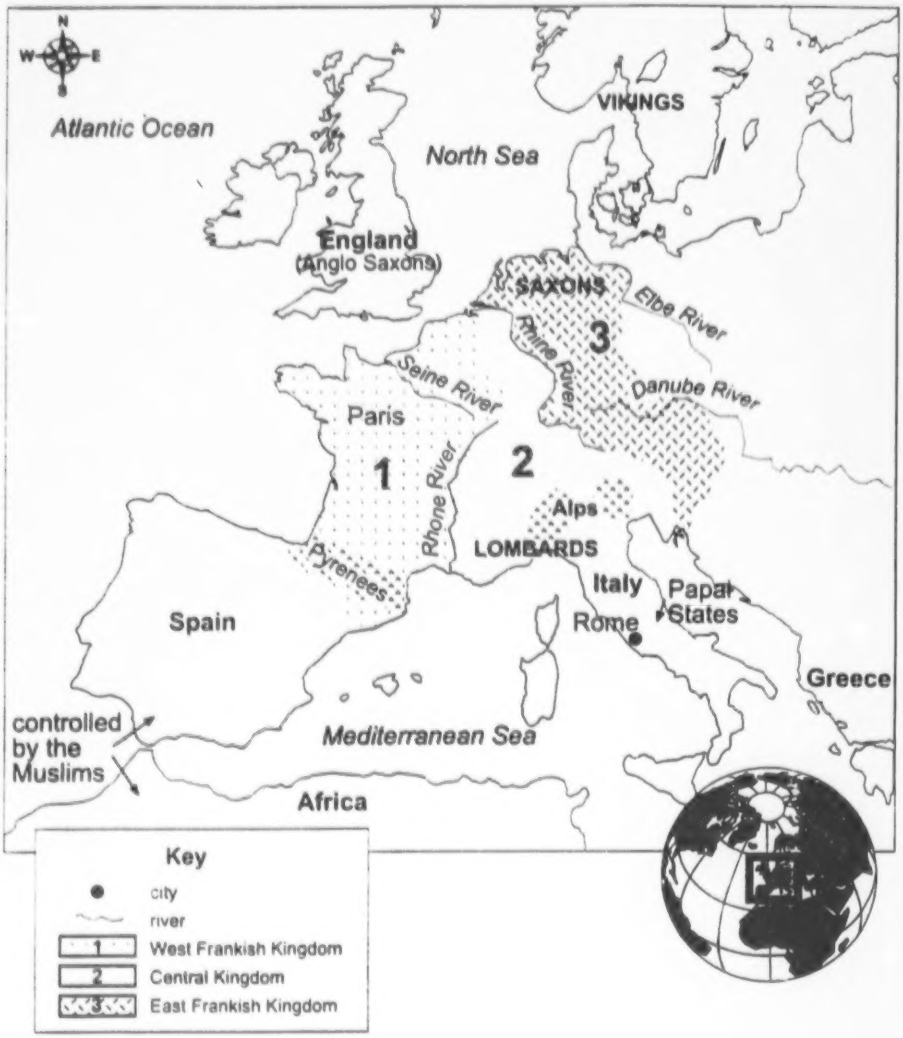
England
(Anglo Saxons)
SAXONS
Rhine River
Seine River
Danube River
Paris
Alps
LOMBARDS
Pyrenees
Italy
Rome
Papal States
Spain
Greece
controlled by the Muslims
Mediterranean Sea
Africa
Key
Charlemagne's empire in A.D. 814
city
( ) modern name
river
mountains

Charlemagne's Empire, A.D. 814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(Anglo Saxons)
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Seine River
Paris
1
Rhone River
2
Alps
LOMBARDS
Pyrenees
Italy
Papal States
Rome
Spain
Greece
controlled by the Muslims
Mediterranean Sea
Africa
Key
city
river
1 West Frankish Kingdom
2 Central Kingdom
3 East Frankish Kingdom

Charlemagne's Empire after Treaty of Verdun, A.D. 843

Practice

Number the following **events** *in the* **order** *in which they* **occurred**.

__________ 1. Pepin the Short becomes king of the Franks.

__________ 2. The Byzantine Empire falls.

__________ 3. Charlemagne becomes emperor.

__________ 4. Invasions into the Roman Empire begin.

__________ 5. The rise of the Byzantine Empire begins.

__________ 6. Charles Martel defeats the Muslims in France.

__________ 7. Treaty of Verdun divides the Empire.

__________ 8. The fall of Rome occurs.

Practice

Use the list below to write the correct name for each description on the line provided.

Charlemagne
Charles Martel
Clovis
Pepin the Short
Pope Leo III

______________________ 1. the first king of France

______________________ 2. unified the Franks and became emperor of Western Roman Empire

______________________ 3. made Charlemagne emperor of Western Roman Empire

______________________ 4. converted to Christianity

______________________ 5. defeated the Muslims in A.D. 732 in France

Practice

Use the **map** *on page 208 and the* **map** *below to correctly* **locate** *the* **places** *listed. Write the number on the line provided.*

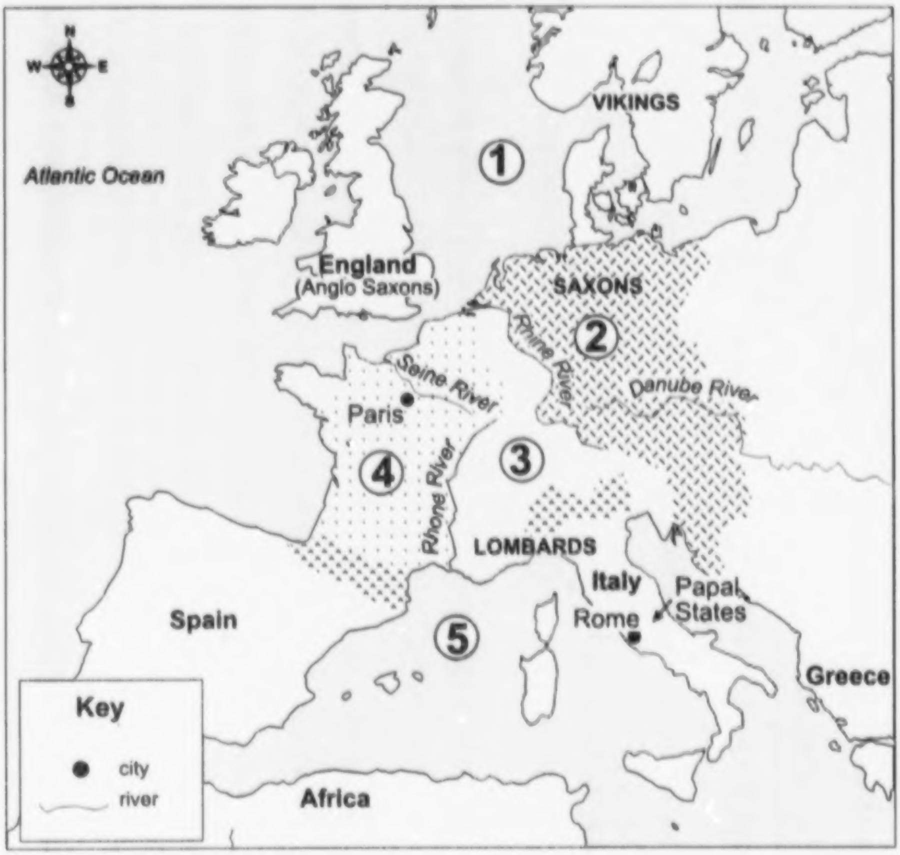
______ East Frankish Kingdom

______ Mediterranean Sea

______ Central Kingdom

______ North Sea

______ West Frankish Kingdom


N
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Atlantic Ocean
VIKINGS
①
England
(Anglo Saxons)
SAXONS
②
Rhine River
Seine River
Danube River
Paris
④
③
Rhone River
LOMBARDS
Italy
Papal States
Rome
Spain
⑤
Greece
Key
city
river
Africa

Europe after the Treaty of Verdun

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Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. the number of people who live in an area

______ 2. the act of entering and trying to conquer a territory

______ 3. the power of a person or thing to produce an effect on others

______ 4. a system in which the people owed loyalty to the wealthy landowners in exchange for protection

______ 5. to move from one place to another

______ 6. the keeping of someone or something from harm

______ 7. to adopt a different religion or belief

A. convert

B. feudalism

C. influence

D. invasion

E. migrate

F. population

G. protection

Early Middle Ages

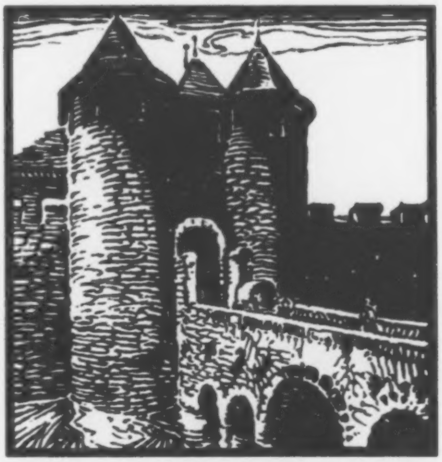
Historians generally agree that the early Middle Ages lasted about 500 years, from the fall of Rome in A.D. 476 to around the end of the 10th century. Because it was a period of history characterized by a **decline** in the civilization of Western Europe, it is sometimes called the *Dark Ages*. From the early Middle Ages, historians agree that Western Europe passed into the late Middle Ages. The late Middle Ages lasted about 300 years.

During the first period of the Middle Ages, the population of Western Europe declined. This was mostly due to the continuous fighting among the tribes in Western Europe such as the Huns, Lombards, Gauls, Franks, Saxons, and Ostrogoths. To add to its problems, Europe was invaded from the north by Scandinavian tribes called *Vikings*. From the east, Europe was invaded by Hungarian tribes called *Magyars*, and from the south, by Muslims.

Another reason for the decline in population was the spread of disease. Unlike the Romans, who believed in bathing and cleanliness, the barbarian tribes did not. **Unsanitary** living caused the spread of disease, and the death rate climbed.

Except for the brief period of Charlemagne's empire, the tribes of Western Europe were unable to **unite**. Unity brings strength. From strength comes strong defense. With a strong defense, the Western Europeans would probably have been able to defeat the Vikings, Magyars, and Muslims.

The Feudal System

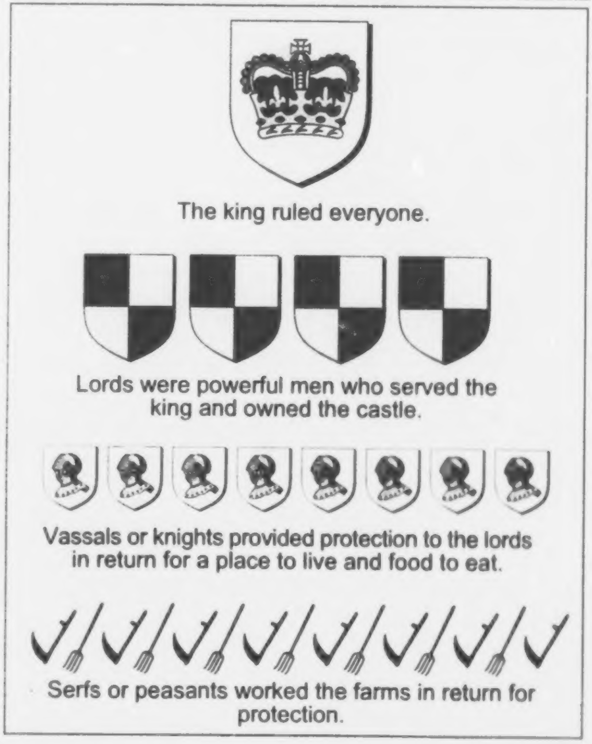


Castles usually had high walls and a moat around the outside for protection.

Castles were built for protection during this time. Around the castles were high walls. Usually a **moat** was built around the outside of the castle, and nearby was farmland. Peasants, called **serfs**, worked the farms. They gave a share of their produce to their leader, who was called the **lord**. In return, the peasants were given protection within the walls in case of attack. For defense of the castle, the lord hired **professional** soldiers called knights or vassals. In return for defending the castle, the knights were given a place to live and food to eat. A lord also could grant his **vassal** a **fief**, or estate, that could range from a few acres to hundreds of square miles in exchange for service or loyalty.

The area on which the castle and farmland were located was called the **manor**. The entire manor consisted of a manor house and land farmed by the serfs. People on the manor needed no outside assistance for support. All the necessities of life, like food, clothing, and shelter, were provided. The manor's **political** and **economic** system of lord, vassal, and serf became known as the **feudal system**. In certain areas, powerful lords became kings.

Feudal Society


The king ruled everyone.
Lords were powerful men who served the king and owned the castle.
Vassals or knights provided protection to the lords in return for a place to live and food to eat.
Serfs or peasants worked the farms in return for protection.

The diagram above illustrates the feudal system. Start at the bottom or the base. The higher one's position, the more powerful one becomes.

Under the feudal system it was difficult, if not impossible, for people to rise above their place in life. A serf's children would be serfs. Because feudalism required that all vassals swore allegiance to their lords and all lords swore allegiance to their king, the feudal system was one of **social**, economic, and political dependence.

Everyday Life under Feudalism

What was everyday life like during the early Middle Ages? When Charlemagne's empire was divided, public road building stopped. Bridges were not kept in good condition. Most of the people were insecure. All of this was a direct result of the constant warfare. Communication among the various manors almost stopped, and there was little trade among them because of the danger of traveling. There was almost no education. Many people, including the leaders, were **illiterate**.

Practice

Answer the following using complete sentences.

1. Why are the early Middle Ages sometimes called the Dark Ages?

   ____

   ____

   ____

2. What are two reasons that the population declined in the first part of the Middle Ages? ______________________________

   ____

   ____

   ____

3. Why were castles built? ______________________________

   ____

   ____

4. What two types of protection usually surrounded a castle? ______

   ____

   ____

   ____

5. What did the serfs do? ______________________________

   ____

   ____

6. What did the serfs receive from the lord in exchange? ____________

7. What were the professional soldiers called? ____________

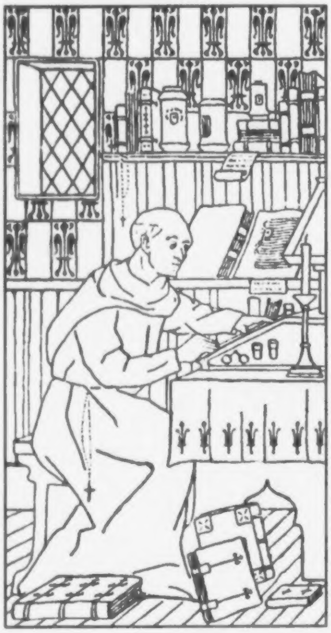
8. What was the castle and surrounding farmland called? ____________

9. Who owned the manor? ____________

10. To whom did the vassals swear allegiance? ____________

The Church during the Middle Ages

In order to fully understand the entire feudal age, it is important to recognize the role the Church played during this period.



The Roman Catholic Church also participated in the feudal system. The only teaching that occurred during the entire Middle Ages was through the Church. **Monks** formed study groups. They copied records and reports. The Church also owned manors just like the lords. Serfs worked the land, and vassals fought to protect it.

For the common people, the Church of the Middle Ages represented a place to escape from the **turmoil** of their everyday lives. It gave to those who needed it a **sanctuary**, or safe place. The Church taught people to work hard, remain peaceful, and accept their roles in life. The Church taught that if you obeyed its religious teachings, you would go to heaven. Those who disobeyed the church were **excommunicated**, or cut off from the church.

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Practice

Answer the following using complete sentences.

1. What provided the only education during the Middle Ages? ______

2. What did the monks do during the Middle Ages? ______

3. What did the Church represent for the common man? ______

4. What three things did the Church want people to do, and what would be their reward for doing these things? ______

5. What happened to people who disobeyed the Church? ______

Late Middle Ages

As the invasions into Western Europe ended, life began to change. The feudal system was well in place. The Church had established itself as the most important part of the lives of the people. The most powerful lords became kings.

A direct result of the end of the invasions was an increase in population and trade. With the increase in population, came the rise of cities and towns. A new class of people, called *merchants*, appeared. Goods were traded from city to city.

Within the cities, **guilds** appeared. A guild is a system in which a person learns a trade as in unions today. Some guilds were composed of merchants, traders, and crafts workers. The middle class, or **bourgeoisie**, emerged as an important group.

Communication increased between cities and towns because of safer travel. Trade with the Islamic and Byzantine empires improved. Along with new goods, new ideas were introduced into Western Europe.

Throughout this period, however, the poor remained poor, although the serfs were now freer to move from place to place. Lords of manors realized that it was cheaper to give land to the serfs in return for rent than to force serfs to work land in return for food and shelter.

The political authority of the Church also increased. Now, both the pope and kings were gaining more power. The Church of the late Middle Ages improved the education of the people.

Learning also improved when universities were formed. One of the first universities was established in Bologna, Italy around 1158. Achievements were made in literature, history, science, and other educational subjects during the late Middle Ages.

In summary, the late Middle Ages saw the return of town life and an increase in trade and communication, as well as the gradual decline of the manor system. Education, especially through the Church, contributed to this changing face of Europe.

Practice

Use the list below to write the correct term for each definition on the line provided.

decline
economic
feudal system
fief
guild
lord
manor
moat
monk
professional
sanctuary

__________ 1. a deep, wide ditch, usually filled with water, dug around a castle or town for protection against enemies

__________ 2. a safe place

__________ 3. a powerful man who lived in a castle and had many people under his command

__________ 4. a large area of land belonging to a lord in the Middle Ages

__________ 5. having to do with the way money and goods are produced, how they are divided up among people, and how they are used

__________ 6. a system in which one learns a trade and is presented with membership in that trade's organization

__________ 7. one who is specially trained and paid for the value of his or her skills

__________ 8. a man who has separated himself from the rest of the world and lives according to religious vows

__________ 9. an estate granted by a lord to a vassal in exchange for service and loyalty

______________________ 10. a system in which land was given by a lord in return for military or other service

______________________ 11. to grow smaller or weaker; to decrease

Practice

Answer the following using complete sentences.

1. What were seven results of the end of the invasions?

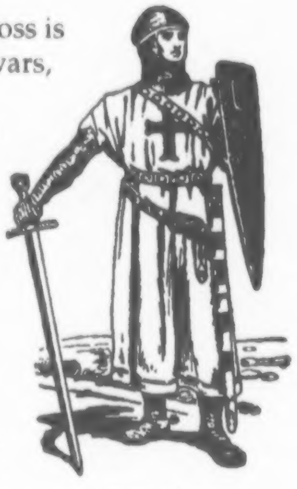
2. In what ways were the serfs freer in the late Middle Ages?

3. What kind of power did the Church gain?

4. What did the Church do for the people during the late Middle Ages?

5. How was learning improved in the late Middle Ages?

The Crusades



Crusader

The word *crusade* means *marked with the cross*. The cross is the symbol of the church. So the Crusades, or holy wars, were a call by the Roman Catholic Church to the people of Western Europe to take up arms and fight a religious war to free the Holy Land from the Seljuk Turks, a Muslim people from Central Asia. The call was officially made by the pope in Rome.

In the late A.D. 1000s, the Seljuk Turks took control of Jerusalem and closed the city to Christians. The Seljuk Turks also threatened the Byzantine Empire city of Constantinople. Because of this threat, the Byzantine emperor appealed to the Roman Catholic Church for military aid. The emperor also reported that Christians in Palestine were being persecuted by the Muslims.

In the year 1095, Pope Urban II called the leaders of Western Europe to a meeting. He told them that they must join with him to recapture Jerusalem, the holy city of Christianity, from the Muslims. The Church promised Crusaders land and forgiveness for their sins. The leaders agreed. The First Crusade began in 1096. By 1099, the Crusaders from Western Europe had recaptured Jerusalem and carved out four Christian states in the Middle East. Western Europeans were extremely happy. They won! What the Western Europeans did not understand was that at the time of the First Crusade, the Muslims were already fighting against each other and were not prepared to defend themselves against the Christians. However, in about 50 years, the Muslims had recaptured some of the land held by the Christians. This led to other Crusades to conquer the Holy Land, or Palestine.

The Crusades continued for about 200 years altogether (see Unit 13). Each time different kings of Europe answered the pope's call with large armies. Many kings would send their political enemies on the crusades to get rid of them. However, all the later Crusades failed, and the Holy Land was again controlled by the Muslims.

Impact of the Crusades

The results of the Crusades were very important to the history of Western Europe. The Crusades

- improved trade
- strengthened the power of kings
- further weakened the feudal system, especially serfdom
- encouraged learning, enriched culture, and spread knowledge
- helped make the Church the most important part of Western European civilization
- showed the world that even though the people of Europe might disagree over politics, they agreed on their support of the Church and Christianity

Overall, the period known as the *Middle Ages* was a time of change for Western Europe. It was a time in history which acted like a bridge between the Ancient World and the Modern World.

Comparison of the Early and Late Middle Ages

	Early Middle Ages A.D. 500-1000	Late Middle Ages A.D. 1000-1400
Government	• barbarian tribal leaders • Charlemagne's Empire • unwritten laws	• Feudal System in place; each person owes allegiance to the lord of the manor and the king
Church and Religion	• Church (Roman Catholic) unable to control the invasion	• powerful Church • people look to the Church for hope
Society	• many tribes in conflict with each other • slaves or serfs live at the mercy of their masters • people were frightened	• Feudalism: 1) king, 2) lord, 3) vassal, 4) serf • towns and cities grow in number; middle class grows
Population	• declining	• increasing
Economy	• self-contained within the manor • much bartering • guild system begins • agricultural base	• much trade • use of money instead of bartering • foreign goods come to Western Europe • guild system well in place • much agriculture
Education	• Latin was the language • hardly any education except through the church • leaders were illiterate • history was told in song and poem	• Church plays large role in educating the people • Roman law is written in the language of the people, not just Latin, the language of the Church
Warfare	• tribal leaders • small battles • invasions • thieves and robbers roamed the land and sea looking for trouble	• crusades unite the people behind their leaders, the Pope and the kings

Practice

Answer the following using complete sentences.

1. What does the word crusade mean?

2. What were the Crusades?

3. What was the purpose of the Crusades?

4. What were three results of the Crusades?

Practice

Use the chart on page 226 to see whether each sentence is about the **early Middle Ages** *or the* **late Middle Ages**. *Write the word* **early** *or* **late** *to identify the correct* **time period** *on the line provided.*

__________ 1. The Church was more powerful.

__________ 2. The population was declining.

__________ 3. There was much trade.

__________ 4. Leaders were illiterate.

__________ 5. Laws were unwritten.

__________ 6. The use of money replaced bartering.

__________ 7. Towns and cities grew.

__________ 8. The Crusades united the people.

__________ 9. There was little education.

__________ 10. Many tribes in conflict with each other.

Women in the Middle Ages

When we study history, we usually learn about the people who were rich and famous. This is especially true of the Middle Ages. Sadly, women have been the most ignored group in history. This is not to say that women did not play important roles at different times. Some notable women throughout world history are listed in the chart below.

Notable Women of History

Cleopatra (Egypt) 1st Century
Joan of Arc (France) 15th Century
Isabella (Spain) 15th Century
Elizabeth I (England) 16th Century
Maria Theresa (Austria) 18th Century
Marie Antoinette (born in Austria, ruled in France) 18th Century
Catherine the Great (Russia) 18th Century
Harriet Tubman (United States) 19th Century
Florence Nightingale (England) 20th Century
Indira Ghandi (India) 20th Century
Golda Meir (born in Ukraine, served in Israel) 20th Century
Mother Teresa (born in Albania, served in India) 20th Century

During the early part of the Middle Ages, records show that there were more men than women. As a result, women were in demand as wives. The value of women and their status in society increased. Men actually paid high prices to the fathers of girls in order to marry them.

Why weren't there enough women? The answer is probably that women's work in the fields was so difficult that they died at young ages. Also, women were defenseless against attacks during the invasions into Western Europe.

Toward the end of the Middle Ages, women began to live longer because society, as a whole, was more stable as the invasions stopped. Therefore, women were in less danger from attack. In addition, as the feudal system grew in importance, women of noble birth were given a new status.

In the late Middle Ages, knights adopted a code of *chivalry*. The code of chivalry called for women of a certain social class to be protected and cherished. Wandering poets called *troubadours* adopted this view. The poems and love songs praised the perfection, beauty, and wit of women throughout the ages. Later, these ideas of chivalry would shape our modern idea of romantic love and become the basis for the development of good manners in Western society.

A third reason why women lived longer was that better farming methods were beginning to be used. Instead of fighting, men now did more of the work on the farms. So, even though women worked hard, they now had help.

Finally, with the growth of the towns and cities, women were not given a chance to work. Men worked in the towns and cities; women stayed at home and did domestic chores. In other words, life in the towns and cities was easier for women than life on the farms.

Toward the end of the Middle Ages, the population of women increased. Then, there were more women than men. This caused problems. Fathers had to pay a price, or a *dowry*, of goods, property, and money in order to find husbands for their daughters. Girls became a burden to the family. They were unable to earn their keep.

Throughout the Middle Ages and even today in some parts of the world, families sign marriage agreements when their children are very young. During the Middle Ages, young women were married when they were around 12 years of age. Women who did not marry often entered convents and became nuns.

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Practice

Answer the following using complete sentences.

1. Describe three roles women hold today which were **not** available to them during the Middle Ages. ______________________________

____

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2. Describe three reasons the number of women increased during the last part of the Middle Ages. ______________________________

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Review

Western Europe suffered from continued invasion by barbarian tribes after the fall of Rome in A.D. 476. For the next 500 years or so, these invasions kept Western Europe in a state of disorder. People were scared to travel and trade declined. The only organization trying to keep order in Western Europe was the Roman Catholic Church. The church was eventually able to get some barbarian tribes to convert to Christianity and settle down.

The most powerful barbarian tribes came from what is now Germany. By the end of the fifth century, two Germanic tribes, the Angles and Saxons, controlled present-day England. Another tribe, the Franks, ruled in what is now France. Clovis, an early ruler of the Franks, became a Christian.

Charles Martel, a leader of the Franks, defeated Islamic invaders in A.D. 732 in the Battle of Tours. This victory helped to ensure the power of the Roman Catholic Church in Europe. Charles Martel's son, Pepin the Short, became the first king of the Franks. Pepin gave the pope captured lands in Italy and offered his protection. This protection by the Franks helped the Church to grow stronger.

Pepin's son, Charlemagne, extended the rule of the Franks over more territory in Italy and present-day Germany. Charlemagne, like his father, was a Christian. In A.D. 800 the pope crowned Charlemagne as the emperor of Rome. Charlemagne eventually gained control over much of central Europe. Unlike most barbarian rulers of his age, Charlemagne was educated and promoted learning.

After Charlemagne's death in A.D. 814, his empire began to fall apart. The age of feudalism was now beginning, as wealthy landowners and generals gained power. In the Treaty of Verdun of A.D. 843, Charlemagne's former empire was divided into three parts: the East, Central, and West Frankish kingdoms.

The 500 years after the fall of Rome make up the early Middle Ages. Because Western European civilization at that time was in a state of decline, these years are also sometimes called the Dark Ages. The cause of this decline was the continuation of invasions by the barbarians. Not only were the Germanic tribes, such as the Saxons, causing trouble, but also other invaders, such as the Vikings from the north and the Muslims from the south.

Apart from the time of Charlemagne's empire, Western Europe was unable to unite. This inability to unite made it difficult for Europeans to defend themselves from the invaders. Powerful landlords had castles built for protection. Peasants, called serfs, farmed the lord's land. In addition, the lord hired professional soldiers, called vassals, to help defend the castle. Both the serfs and the vassals got something out of this relationship with the lord. In return for farming, the serfs were given protection inside the castle. In return for fighting for the lord, the vassal got a place to live, food to eat, and a fief or estate.

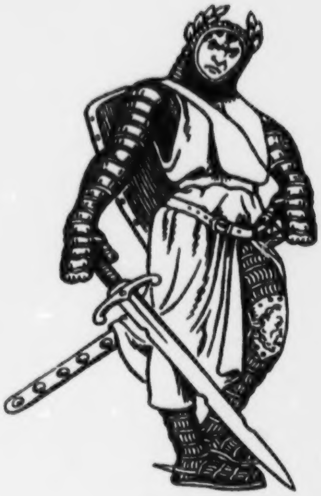
A lord's castle, plus his farmland, made up his manor. The manor provided food, housing, and protection for the people who lived on it. The system of relationships between lord, vassals, and serfs is known as the feudal system. It was a rigid social system. A serf, for instance, could never rise above the status of serf.

For most people during the Dark Ages, education was not very important. However, the Roman Catholic Church kept learning alive. Monks studied together and copied records and reports. The Roman Catholic Church also participated in the feudal system. It owned manors just as the lords did. What the Church taught the people also went along with the feudal system. The Church taught people to be obedient and accept their roles in life.

The late Middle Ages began when the invasions into Western Europe ended. As the feudal system continued, the most powerful feudal lords became kings. With the threat of invasions gone, trade and population grew. Merchants gained wealth and cities grew larger. Although serfs could now move from place to place with more freedom, most poor people remained poor.

Political power began to shift from individual lords of manors to kings and the pope. The Roman Catholic Church also began to improve the education of the people. Universities were now begun. The Church also decided it was time to take back the Holy Land from the Muslims. For 200 years, beginning in 1095, Europeans went on Crusades to try to regain the Holy Land in the Middle East. Although almost all of the Crusades failed, Europe received benefits from them. For instance, trade with the East improved, and new ideas, which helped to stimulate learning, were brought back by the Crusaders.

Women had an especially difficult time during the early Middle Ages. Many died because of the difficulty of their work in the fields. Later, knights adopted a code of chivalry which called for women of high class to be protected and cherished.



ready for battle

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Practice

Use the list below to write the correct term for each definition on the line provided.

bourgeoisie
communication
excommunicate
illiterate
political
serf
social
turmoil
unite
unsanitary
vassal

____________________ 1. having to do with people and how they get along as a group

____________________ 2. an exchanging or sharing of ideas, feelings, thoughts, or information

____________________ 3. to deprive a person of the rights of church membership

____________________ 4. not able to read or write

____________________ 5. a person receiving land and protection from a lord in return for loyalty and military service

____________________ 6. unclean; filthy

____________________ 7. to bring or join together

____________________ 8. great confusion and disorder

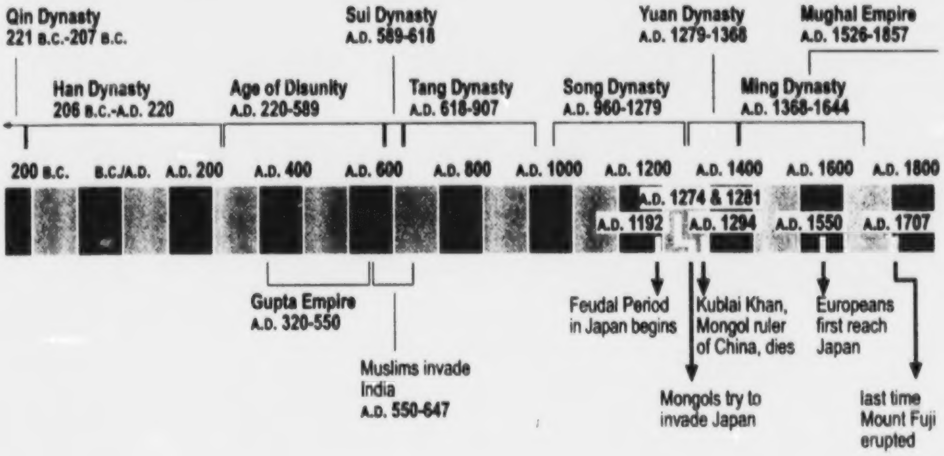
____________________ 9. a person forced to stay and work on the land belonging to the lord

____________________ 10. having to do with government

____________________ 11. the middle class

Unit 9: Empires in India, China, and Japan (220s B.C-A.D.1800s)

Timeline of the Empires in India, China, and Japan


Qin Dynasty
221 B.C.-207 B.C.
Han Dynasty
206 B.C.-A.D. 220
Age of Disunity
A.D. 220-589
Sui Dynasty
A.D. 589-618
Tang Dynasty
A.D. 618-907
Song Dynasty
A.D. 960-1279
Yuan Dynasty
A.D. 1279-1368
Ming Dynasty
A.D. 1368-1644
Mughal Empire
A.D. 1526-1857
200 B.C.
B.C./A.D.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
A.D. 1800
A.D. 1274 & 1281
A.D. 1192
A.D. 1294
A.D. 1550
A.D. 1707
Gupta Empire
A.D. 320-550
Muslims invade India
A.D. 550-647
Feudal Period in Japan begins
Kublai Khan, Mongol ruler of China, dies
Europeans first reach Japan
Mongols try to invade Japan
last time Mount Fuji erupted

This unit emphasizes the history and contributions of the Asian civilizations of India, China, and Japan.

Unit Focus

- rise of Indian culture
- contributions of the Indian civilization
- history of Japan
- Japanese culture and beliefs
- characteristics and contributions of Chinese dynasties

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Vocabulary

Study the vocabulary words and definitions below.

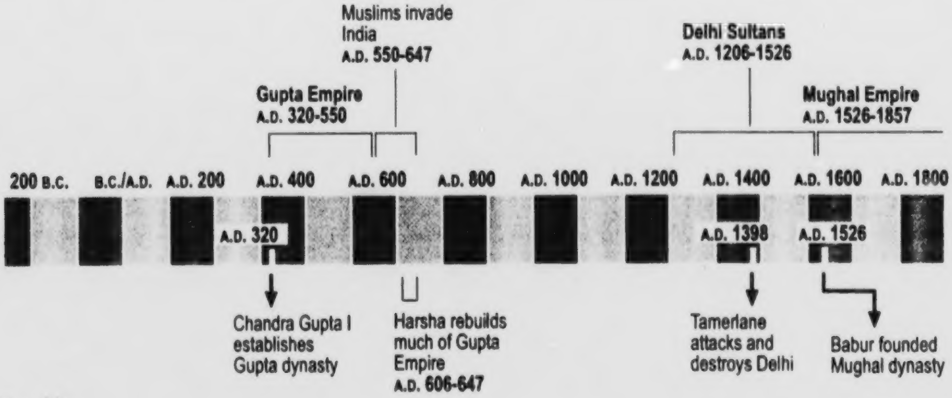
abacus	a tool for performing mathematical calculations by sliding counters along rods or in grooves
alliance	an agreement between countries, groups, or people to work together in doing something
arable	farmable land
archipelago	a large group or chain of islands
artisan	a person who is skilled in a particular craft
authoritarian	favoring complete control over the will of others; domineering
barrier	something that blocks the way
caste	an unchangeable social group into which a person is born
censorship	to control public information or free speech
convert	to adopt a different religion or belief
descendent	the offspring of an ancestor

diverse	unlike or different
efficient	able to get the desired results without wasting time, money, or effort
famine	a great lack of food
feudalism	a system in which the people owed loyalty to the wealthy landowners in exchange for protection
heir	one who inherits property, rank; one who assumes rights and responsibilities
hierarchy	a system of ranks
karma	the Hindu belief that all actions affect a person's fate in the next life
khan	the leader of a group of Mongols
merge	join together and become one
monotheistic	believing in only one God
mosque	Muslim house of worship
negotiator	a person who deals or bargains with others
nirvana	the Buddhist belief that the soul merges with the universe, reaches the perfect state of blessedness, and is released from the cycle of rebirth

nomadic	moving from place to place in search of food
polytheistic	believing in many gods
productivity	amount created
reincarnation	the Hindu belief in rebirth of the soul in another bodily form
righteous	living by a moral code of conduct; acting in a good and honest fashion
seize	to take control of; capture
stability	continuing without change
subcontinent	large area of land smaller than a continent
tributary state	independent state that must acknowledge the supremacy of another state and pay tribute to its ruler
tribute	payment that conquered peoples were forced to pay to their conquerors
tradition	customs, beliefs, or other common knowledge passed down from parents to their children
typhoon	a tropical hurricane; a violent storm
unify	to bring together as a whole

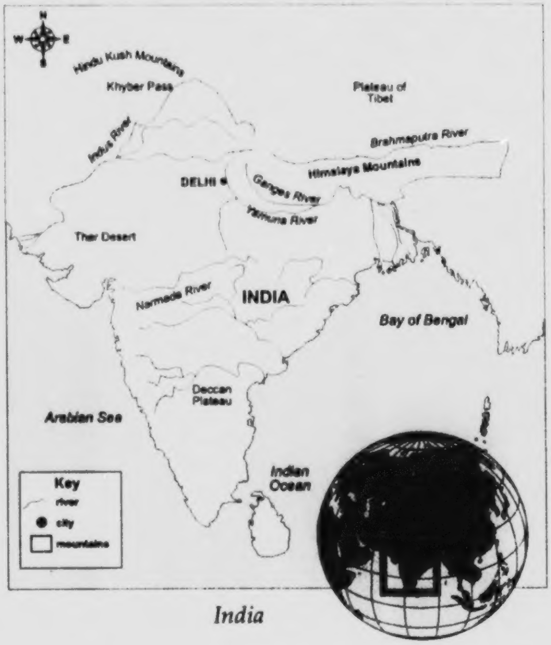
Empires in India, China, and Japan
(220s B.C.-A.D. 1800s)

Timeline of the Empires in India



India

India, a **subcontinent** in the south of Asia, is the location of one of the oldest civilizations known to mankind. Throughout its long history, India was invaded several times. Even though the Himalayan Mountains protect India from invasion in the north, many mountain passes, including one called the *Khyber Pass* in the Hindu Kush Mountains, made it easy for armies to reach India.


N
W
E
Hindu Kush Mountains
Khyber Pass
Plateau of Tibet
Indus River
Brahmaputra River
Himalaya Mountains
DELHI
Ganges River
Yamuna River
Thar Desert
Narmada River
INDIA
Bay of Bengal
Deccan Plateau
Arabian Sea
Indian Ocean
Key
river
city
mountains

India

India's Golden Age—The Gupta Empire
(A.D. 320-550)

Until about A.D. 320, many groups ruled India. A young leader named Chandra Gupta I established a new dynasty known as the *Gupta dynasty*. The Gupta's Empire controlled much of the land around the Ganges River Valley. As the influence of the Guptas spread, more and

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more territory came under their control. Soon the empire included territory in the western part of India. Trade expanded as access to the ports on the east and west coasts of India came under the Gupta rule. There were many cultural contributions made during Gupta rule. The arts and the sciences flourished.

Gupta Contributions to Civilization

Architecture, Art, Mathematics, Medicine, and Literature

Gupta leadership led to great achievements in literature, art, mathematics, and science. Great temples with elaborate carvings and murals were built. Indian mathematicians originated the concept of zero and had a symbol for infinity. They also developed the base 10 decimal system, which we still use today. These numerals are now called *Arabic numerals* because the Gupta concept of numerals was carried to the Middle East and Europe by the Arabs.

By Gupta times, Indian doctors had pioneered the use of herbs and other remedies to treat illness. In India's free hospitals, these doctors were the first to give injections and vaccinate people against smallpox, 1,000 years before this practice was used in Europe. Surgeons sterilized their cutting tools, set broken bones, and repaired injured ears and noses using plastic surgery techniques.

Many writers collected and recorded fables and folktales in the Sanskrit language. These Indian fables were carried west to Persia, Egypt, and Greece. Many of these tales traveled to Arabia and became part of the *Arabian Nights*. The greatest Gupta poet and playwright was Kalidasa. His most famous play, *Shakuantala*, was about a king who marries an orphan.

India became the center of learning, and much of its culture spread throughout eastern Asia. The Guptas gave India a long period of peace and prosperity. This is one of the reasons why the Gupta period is often called India's *Golden Age*.

Indian carving

Hinduism

Two religions, Hinduism and Buddhism, played a part in Indian culture. Unlike most other major religions, Hinduism had no single founder and no single sacred text. Hinduism is a collection of religious beliefs that developed over thousands of years. Hindus worship many gods. Each god represents a form of the universal soul known as *Brahman*.

In order to be one with the universal soul, followers of Hinduism must purify their souls by performing religious duties and living **righteously**. Soul purification requires many lifetimes. Each person's soul experiences rebirths or **reincarnations**. In each lifetime, a person can come closer to achieving union with the universal soul by obeying the law of **karma**.

Karma includes all the events of a person's life that affect his or her fate in the next life. People who live righteously earn good karma and are rewarded by reincarnation into a higher **caste** or class in their next life. Those who do evil deeds acquire bad karma and are reborn into a lower caste or class, or lower lifeform. When an individual's soul finally achieves oneness with the universal soul, he or she is released from the cycle of rebirth.

Hindu teachings are recorded in *sacred texts* known as the Vedas and Upanishads. These sacred books have stories of heroic tales and moral lessons. Throughout India's history, these teachings have influenced the way of life of its people.

Buddhism

Statue of the Buddha

Siddhartha Guatama, the founder of Buddhism, was born to a high-ranking family in northeast India about 566 B.C. He became known as the *Buddha*, or the *Enlightened One*. The Buddha taught that the way to happiness was to avoid attachment to the material pleasures of life. Suffering was caused by desire. A person could eliminate desire by following the *Eightfold Path of righteous living*: right views, right aspirations, right speech, right conduct, right livelihood, right effort, right mindfulness, and right contemplation. By living righteously, a follower of the Buddha could escape the endless cycle of reincarnation. When people rid themselves of their attachment to worldly pleasures, their souls can enter a spiritual state of peace known as **nirvana**. By 300 B.C., the Buddha's teachings spread throughout India and many other parts of Asia.

Muslims Invade India (A.D. 550-647)

Around A.D. 550, the power of the Gupta family finally ended. **Nomadic** invaders from central Asia known as the *White Huns* overthrew the empire. In A.D. 606, at the age of 16, Harsha, a distant relative of the Gupta kings, succeeded in rebuilding much of the Gupta Empire during his 41 years of power. However, he left no **heirs** and the empire fell apart after his death in A.D. 647. India was again divided into many independent warring kingdoms.

By the 8th century, the Muslims extended their power and spread Islam, their religion, into southern Asia. For more than 1,000 years, Muslim invaders crossed through India's northwest mountain passes and extended their control as far south as the Deccan plateau. The Muslim conquest of India influenced both India's political and cultural development. The Turkish Muslim conquest of northern India led to the destruction of many Buddhist and Hindu temples and monasteries. During these invasions, many Hindus and Buddhists were killed, and cities were looted. Islamic leaders drove the Buddhists from India but not the Hindus. This is why although Buddhism started in India, it mainly exists in the rest of Asia. Under Muslim rule, many Indians **converted** to the Islamic religion.

Hindu and Muslim Differences

Hinduism, an ancient religion, had many sacred books and was **polytheistic**, with many gods and goddesses. Islam, a newer religion, had a single sacred book called the Quran or the Koran. The followers of Islam were **monotheistic**, believers in one God like Judaism and Christianity. The statues and carvings of gods and goddesses in Hindu temples were offensive to Muslims who worshipped only one God. While Hindus celebrated religious festivals with music and dance, Muslims condemned this practice. Hindus accepted differences in caste status; Muslims taught the equality of all believers before God and had no religious **hierarchy**. Over a long period of time, there was a cultural blending or **merging** of both Hindu and Muslim customs. A new language, *Urdu*, resulted from the blending of Persian, Arabic, and Hindu.

The Delhi Sultans (A.D. 1206-1526)

The Delhi Sultans ruled India from 1206-1526. An all-powerful Muslim ruler or *sultan* named Aibak conquered India's entire northern plain. He established his capital at the city of Delhi (see map on page 243). Many other cities were built as later sultans extended Islamic power to the south. Trade between India and the rest of the Islamic world flourished. New ideas were brought to and from India.

Muslim rulers condemned Hinduism as idol worship. They also persecuted Hindus and tried to encourage people to convert to the Islamic faith. However, Hinduism survived as the religion of the majority in India. By the 14th century, the Delhi Sultanate became weak. It was soon divided into smaller independent states, which were ruled by Muslim rulers. In 1398, a Mongol warrior named Tamerlane attacked and destroyed Delhi. He slaughtered 100,000 people, both Hindus and Muslims. Mongol invasions and rivalries among its leaders weakened the Delhi Sultan's empire and led to its decline after 320 years.

The Mughal Empire (A.D. 1526-1857)

By 1526 Mongol invaders led by Babur marched through the mountain passes of northern India and the city of Delhi. Babur founded the Mughal dynasty (Mughal is the Persian word for Mongol), which ruled from 1526-1857. Babur was a Muslim and a **descendent** of the famous Mongol warriors Genghiz Khan and Tamerlane. Under the leadership of the early Mughal rulers, both Hindu and Muslim tradition blended together and eventually became the Mughal culture.

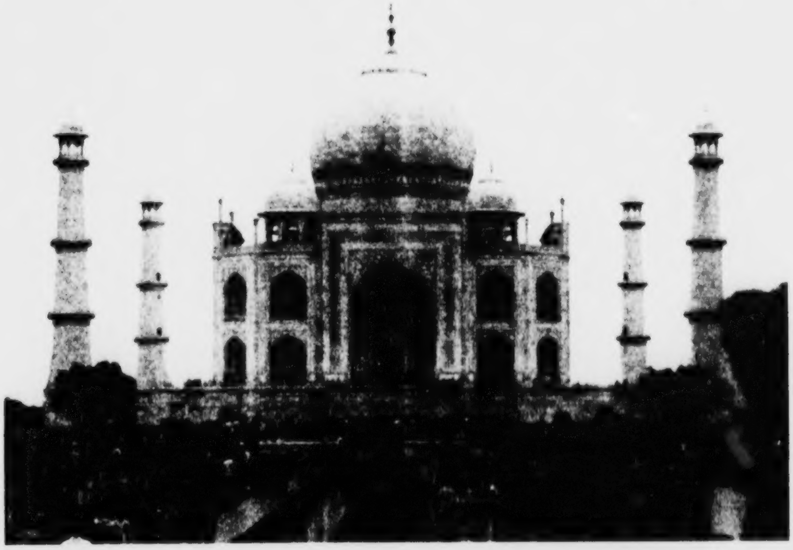
Akbar the Great, the grandson of Babur, conquered additional territory in India. The area he conquered stretched from the Himalayas to the Deccan plateau. Although a Muslim, Akbar encouraged religious harmony through tolerance of the many faiths in India, including Hindus, Buddhists, and Christians. He won support through his policy of tolerance. Many converted to Islam, but India maintained its Hindu traditions, and the majority of its people practiced the Hindu religion. Akbar was as skilled a **negotiator** as he was a military leader. He was able to make **alliances** with the many **diverse** people within his empire.

He and his heirs strengthened their empire in many ways. He made codes of law that applied equally to all of his people. He also ended the practice of taxing non-Muslims and appointed many Hindus to high government positions. The Mughals encouraged learning, especially in the arts, architecture and literature. The Mughal Empire lasted until the mid-1800s. It began to decline when frequent wars, heavy taxes, and tension between Muslims and Hindus increased. The weakening of the Mughal Empire eventually led to European nations gaining control of India.

Mughal Influences on India

Art, Architecture, and Literature

The Mughals built **mosques** (Muslim houses of worship), palaces, and tombs. The Taj Mahal is a magnificent marble building built by a Mughal emperor as his wife's tomb. The tomb has white marble spires and domes etched with beautiful patterns decorated with gold, silver, and precious jewels. It stands as perhaps the greatest monument of the Mughal Empire.



The Taj Mahal is a beautiful white marbled building built as a tomb for an emperor's wife of the Mughal Empire. Legend says that when his wife lay dying, she asked the emperor to build for her a tomb of such perfect proportions and purity that anyone who saw it would sense the power of love. The emperor did just that. The Taj Mahal is considered to be one of the most beautiful buildings in the world.

Many Mughal rulers encouraged the combining of Hindu and Muslim traditions in literature and art. Hindu works of literature such as the *Ramayana* and the *Mahabharata* were translated into the Mughal language. Indian and Persian influences are demonstrated in much Mughal art. Painting included portraits, nature scenes, and depictions from religious and literary works.

Practice

Answer the following using complete sentences.

1. Why was the Gupta Empire considered India's Golden Age? ______

2. What are four contributions to civilization made by the Guptas?

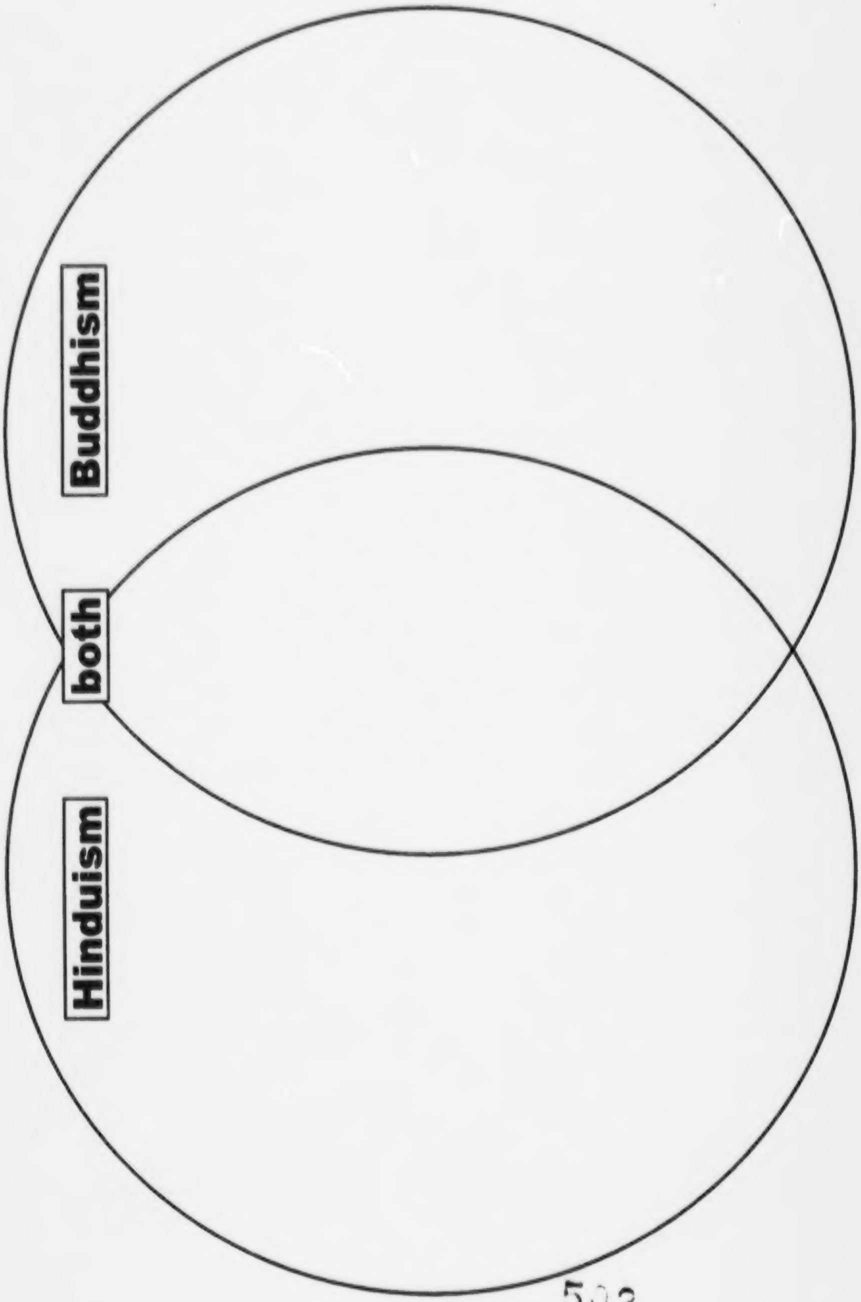
3. How did the relations between Hindus and Muslims change over time? ______

4. What evidence do we have of cultural diffusion in India? ______

5. How did Akbar and his heirs strengthen their empire? ______

Practice

Use your textbook to compare **Hindu and Buddhist beliefs** *and* **practices** *on this* **Venn diagram**.


Buddhism
both
Hinduism

Practice

Use the list below to complete the following statements.

Buddhism
Delhi
Guptas
Hinduism
Islam
merged
subcontinent
Urdu

1. India is a ____________________ in the south of Asia.

2. The ____________________ controlled the land around the Ganges River Valley.

3. The religious beliefs of ____________________ taught that people must purify their soul by performing religious duties.

4. The religious teachings of ____________________ taught that a person must avoid attachment to the material pleasures of life.

5. Muslim invaders were successful in converting many Hindus to ____________________ .

6. Under Islamic rule, the city of ____________________ was founded.

7. Over a long period of time, the cultures of Islam and Hinduism ____________________ .

8. A new language called ____________________ developed as a result of the blending of Persian, Arabic, and Hindu.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. customs, belief, or other common knowledge passed down from parents to their children

______ 2. one who inherits property, rank; one who assumes rights and responsibilities

______ 3. believing in one God

______ 4. an agreement between countries, groups, or people to work together in doing something

______ 5. believing in many gods

______ 6. a person who deals or bargains with others

______ 7. unlike or different

______ 8. an unchangeable social group into which a person is born

______ 9. join together and become one

A. alliance

B. caste

C. diverse

D. heir

E. merge

F. monotheistic

G. negotiator

H. polytheistic

I. tradition

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. large area of land smaller than a continent

______ 2. the Hindu belief in the rebirth of the soul in another bodily form

______ 3. the Hindu belief that all actions affect a person's fate in the next life

______ 4. the Buddhist belief that the soul merges with the universe, reaches the perfect state of blessedness, and is released from the cycle of rebirth

______ 5. system of ranks

______ 6. the offspring of an ancestor

______ 7. living by a moral code of conduct

______ 8. Muslim house of worship

______ 9. to adopt a different religion or belief

A. convert

B. descendent

C. hierarchy

D. karma

E. mosque

F. nirvana

G. reincarnation

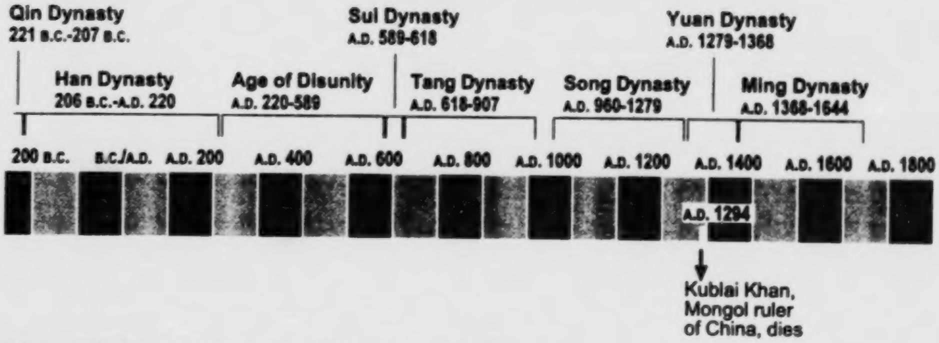
H. righteous

I. subcontinent

China

China, the largest country in the world, is located in Asia. Chinese civilization is rich in **tradition**. The progressive nature of Chinese civilization became known in Europe after the explorer Marco Polo returned home to Italy. In the 13th century, he had spent 20 years learning about the Chinese.

Geography has played a very important role in the history of China. The Chinese civilization developed along the fertile Huang He in the north and the Yangzi River Valleys in central China. Natural **barriers** such as mountains, deserts, and plateaus prevented invasions on all sides of China but the north and west. The north of China is covered by the Gobi Desert and Mongolian Plateau, which is located in the region known as Mongolia. To the west lay the Takla Makan Desert and the Plateau of Tibet (see map on page 265).



Timeline of the Empires in China

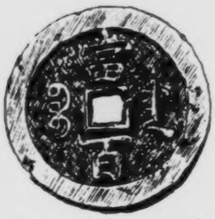
Qin Dynasty
221 B.C.-207 B.C.
Han Dynasty
206 B.C.-A.D. 220
Age of Disunity
A.D. 220-589
Sui Dynasty
A.D. 589-618
Tang Dynasty
A.D. 618-907
Song Dynasty
A.D. 960-1279
Yuan Dynasty
A.D. 1279-1368
Ming Dynasty
A.D. 1368-1644
200 B.C.
B.C./A.D.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
A.D. 1800
A.D. 1294
Kublai Khan, Mongol ruler of China, dies

Qin (Ch'in) Dynasty (221 B.C. -207 B.C.)

Towards the end of the Zhou dynasty (see Unit 4), a new warlike dynasty rose in the northwest region of what is today China. The Qin (Ch'in) dynasty overthrew the last of the Zhou rulers in 256 B.C. They conquered the surrounding lands and **unified** China. By 221 B.C., the Qin created a dynasty from which modern day China takes its name (see chart on page 266).

The First Emperor

The Qin ruler Zheng defeated all of his rivals and declared himself Shi Huangdi or *first emperor*. He reorganized the government, putting everything under his control. Nobles and rulers of small kingdoms had to



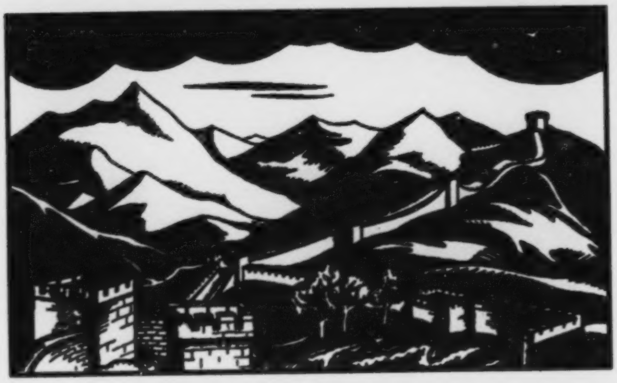
ancient Chinese coin

move to the capital under the watchful eye of the emperor. He built new roads and required cart axles to be the same width so that the wheels ran in the same ruts on all Chinese roads. The First Emperor introduced a standardized money system and replaced the diverse coins of the Zhou dynasty with Qin coins. The Chinese writing system was also made simpler.

The government Zheng created was **authoritarian**; that is, it held complete control over the government and its people. The emperor killed, jailed, or tortured anyone who opposed his rule. Because Qin leaders believed that other ideas were dangerous to the state, they had all the literature and philosophy books from earlier dynasties destroyed, including the writings of the famous Chinese scholar, Confucius. Only books on medicine and agriculture were spared. The book burnings were a form of **censorship**. Censorship is the control of citizens' access to public information or free speech. By destroying these books, Shi Haungdi hoped to stop the spread of ideas he believed challenged his authority.

The Great Wall of China

To protect his empire from invaders, Shi Huangdi began the construction of the Great Wall of China. This was the greatest example of Chinese architecture. About one million peasants were forced to work on building the Great Wall. They put earth and stone into a wall that was almost 25 feet tall and 15 feet wide. When it was completed, it stretched for more than 1,400 miles across China, dividing their civilized world from the nomadic bands north of the wall.



A woodblock print of the Great Wall of China. The Great Wall, the world's longest wall fortification, is located in the northern part of China. Construction, begun in the Qin dynasty to defend China against invasion, was mostly completed during the Ming dynasty.

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The Decline of the Qin Dynasty

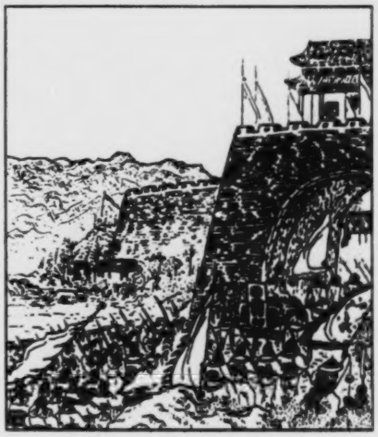
Although Shi Huangdi transformed his country into a strong unified nation, the people were unhappy under his harsh rule. Soldiers and peasants rebelled. Four years after the death of Shi Hunagdi in 210 B.C., the Qin dynasty was overthrown.

Liu Bang, an illiterate peasant leader, defeated the rival armies and claimed the Mandate of Heaven (see Unit 4). He began the Han dynasty, named after the river where he had been stationed when he was in the army. Lui Bang took the title Gao Zu, meaning chief ancestor, and set about restoring order and justice to his empire. He abolished the harsh laws of the Qin dynasty and was a just ruler. The Chinese think of the Han years as a time of glory, unity, and peace. Han China made such tremendous advances in so many fields that the Chinese later called themselves *the people of the Han*.

Qin Contributions to Civilization

Measurements, Roads, Canals, and Architecture

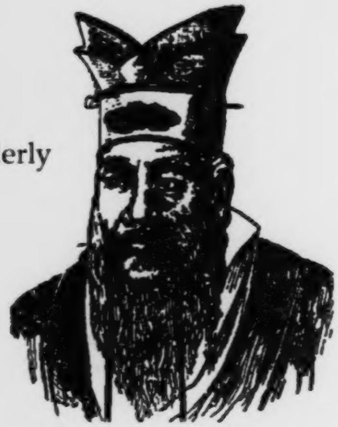
In order to unify China, the Qin dynasty set up a uniform system of weights and measures and built a network of tree-lined roads and canals. The dynasty completed the Great Wall of China, which is one of the few human-made features on Earth that is visible from space. Although the Qin dynasty under Shu Huangdi built the earlier unified wall, the wall existing today dates from the Ming dynasty.



the Great Wall of China

Han Dynasty (206 B.C-A.D. 220)

The Han dynasty lasted about 400 years and created an empire about the size of the continental United States. The first goal of the Han dynasty was to stop the invasions from the north. This was the only way to preserve the Chinese way of life. Their second goal was to expand China's borders. In order to establish a strong and effective government, Han rulers encouraged the return to the teachings of Confucius. Confucius was a famous Chinese philosopher from an earlier period in Chinese history. He taught that tradition and respect for authority were necessary in order to keep an orderly society. The Han rulers wanted an educated workforce that would be obedient to government authority. They began the practice of giving examinations based on the teachings of Confucius to all those interested in government jobs. These civil service exams were given to all those who wished to hold a government position. This practice resulted in the teachings of Confucius becoming a permanent part of Chinese thinking.


Confucius

The most famous Han emperor, Wudi, reigned from 141 B.C. to 87 B.C. He strengthened the government and economy. Wudi earned the title of the Warrior Emperor because of his endless struggles to secure and expand China's borders. Like Gau Zu, he chose officials from Confucian scholars.

The Fall of the Han Dynasty

As the Han dynasty aged, barbarian invasions, peasant revolts, heavy taxes, and a series of weak and ineffective government leaders led to the downfall of the Han dynasty. Over four centuries of warfare followed the end of the Han dynasty. China was again divided into several kingdoms. These newcomers eventually became part of the Chinese civilization. During this period, Buddhism took root in China.

The Age of Disunity (A.D. 220-589)

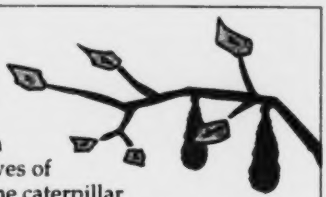
After the Han dynasty collapsed in A.D. 220, China remained a divided land for nearly 400 years. Constant warfare caused great hardships for the people of China. The collapse of the Han dynasty came to be known as a *time of trouble* because this period of history plunged China into disorder.

Han Contributions to Civilization

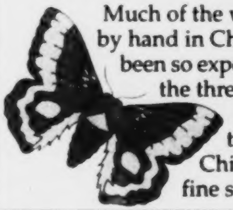
Silk Trade

During the Han dynasty, the borders of China were expanded, and China became a huge, united empire. A flourishing trade in silk and spices was established with Europe and other parts of Asia. Silk became China's most famous export. The technology of silk making was a closely guarded secret. The Silk Road became the main route to the western world. It stretched for 2,500 miles. Caravans took silk as far west as the Roman Empire.

How Silk Is Made



The secret of silk making begins when a female moth lays an egg. The caterpillar, which takes about a month to develop, feeds on the leaves of the mulberry tree. After a month, the caterpillar begins to spin the cocoon. It ejects a silken strand from its body which hardens on exposure to air. The cocoon is then killed by steam or hot air, and the cocoons are placed in hot water to soften the gum that binds the silk. Usually strands from five to eight cocoons are unwound together to form a long thread of raw silk.



Much of the work of silk making has always been done by hand in China, which is why the cloth has always been so expensive. It is estimated that workers must gather the thread from over 600 cocoons to make one silk blouse. Today, silk is made in factories with the use of machines to wind strands together. China still produces more than half of the world's fine silk.

Technology and the Arts

The Chinese thought that China was the center of the world and that they were the only truly civilized people in the world. They made many advances in all areas of learning that slowly reached Europe hundreds of years later. The Chinese invented a method of making paper from wood pulp that is still used today. Advances in medicine included diagnosing diseases, experimenting with herbal remedies and other drugs, and the development of anesthetics. Some doctors explored the uses of acupuncture by inserting needles under the skin to relieve pain or treat various illnesses.

Han scientists wrote books on chemistry, botany, zoology, and other subjects. Astronomers measured the movements of the heavenly bodies which helped them develop a more accurate calendar and method of keeping time.

The Chinese also pioneered advanced ways of building ships, and they invented the rudder for steering. Other inventions included bronze and iron stirrups, fishing reels, wheelbarrows, suspension bridges, and chain pumps. Many of these ideas did not reach Europe for hundreds of years.

Artisans made delicate jade and ivory carvings and fine ceramic figures. Bronze workers and silk makers improved on earlier techniques, setting high standards for future generations.

Sui Dynasty (A.D. 589-618)

At the end of the Age of Disunity, a military dictatory named Yan Chien **seized** control of northern China and conquered southern China. He also conquered areas of Asia in the southeast and central parts. The emperors of the Sui dynasty built canals to promote north-south transportation and trade between northern cities and rice-producing areas of China. There were only two rulers during this 30-year reign and the greatest accomplishment of the second ruler was the Grand Canal, which cut across the center of China, connecting the Huang He and the Yangzi rivers. Tired of constantly going to war, being forced to work on the canals, rebuilding the Great Wall, and paying 10 years' taxes in advance, the people rebelled against the Sui rule.

Sui Contributions to Civilization

The Grand Canal

Under the Sui, the building of canals to promote trade and transportation flourished in China. The largest of these canals, known as the *Grand Canal*, linked together the Huang He and the Yangzi rivers. At this time in history, this canal was the longest waterway ever built by human labor.

Tang Dynasty (A.D. 618-907)

In the year A.D. 618, the Tang dynasty came to power. Under the Tang dynasty, China began what has been called a *Golden Age*. Tang rulers restored the Han system of an organized government throughout China. They sought only the most educated and talented officials trained in the Confucian philosophy to serve in government. They also developed standardized schools that taught the same subject matter throughout the country and helped people prepare for the civil service exams. Under the Golden Age of Tang rule, the government was stable; the people were prosperous, and the quality of life in China improved. During this time, the Tang dynasty forced the neighboring lands of Vietnam, Tibet, and Korea to become **tributary states**. Although these tributary states were independent, they had to acknowledge Chinese supremacy and pay **tribute** or send money to the Tang emperor.

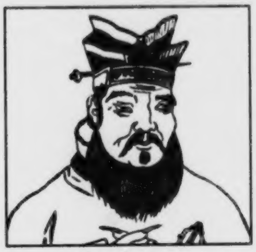
The Decline of the Tang Dynasty

Like many dynasties in China, the Tang eventually weakened and was overthrown. Following the collapse of the Tang dynasty, the Chinese found themselves once again fighting both internally among themselves and against external invasions. Four weak dynasties followed the Tang dynasty.

Tang Contributions to Civilization

Literature, Art, and Technology

Great achievements were made in literature and art. Chinese **artisans** invented a system of woodblock printing. They cut the Chinese letters onto a block of wood and, using black ink, pressed a sheet of paper against the inked block. With this method, the Chinese were able to make printed copies of Confucius' writings and other works of literature. Four other Chinese inventions—printing, gunpowder, mechanical clocks, and the magnetic compass—originated during the Tang dynasty and were destined to have a revolutionary impact on the world.



Confucius

Song Dynasty (A.D. 960-1279)

In the year A.D. 960, another great dynasty emerged. It came to be known as the *Song Dynasty*. The Song rulers set up their royal court in the city of Hangzhou. This dynasty gave China a long period of economic prosperity, political **stability**, and cultural achievement. During this time, new crops were introduced from Southeast Asia. The introduction of tea and a faster-growing rice plant strengthened China's economy and increased China's trade. The Song also started many public works projects. They built canals, sea walls, and irrigation ditches.

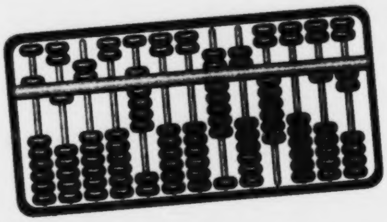
Finally, during the Song dynasty, China was very prosperous. Artists and educators were welcomed in the cities, where they taught others. Trade with foreign countries increased. Paper money replaced copper coins, which were in short supply. The Song capital at Hangzhou was beautiful. Palaces, shops, restaurants, and wide streets made up the city. The streets were paved, and sanitation was very good.

By the year 1279, the Song dynasty was overthrown. From the north, the Mongols invaded China with their armies and set up their own dynasties. But in spite of the invasions, and in spite of internal warfare among the feudal lords, Chinese culture continually improved. Furthermore, throughout this period, China managed to establish an excellent system of government based on the civil service system.

Song Contributions to Civilization

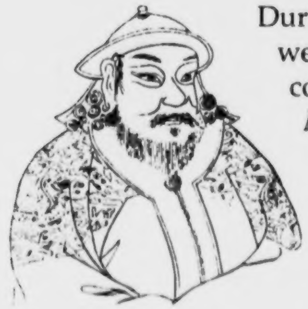
Technology, Mathematics, and Literature

Achievements of the Song dynasty were many. Although gunpowder, printing, mechanical clocks, and the magnetic compass were invented during the Tang dynasty, they were fully developed during the Song dynasty. The Chinese made improvements in the sciences as well. They introduced the **abacus** for doing arithmetic. The abacus is still in use today. Finally, historians during the Song dynasty wrote about actual events. Their writing was based upon fact, not folklore.



The abacus is a simple calculating instrument. The abacus is made of a wooden frame containing parallel rods divided into upper and lower portions with beads representing numbers. Addition, subtraction, multiplication, and division problems can be solved quickly in the hands of a skilled operator.

Yuan Dynasty of the Mongols (A.D. 1279-1368)


Kublai Khan

During the last years of the Song dynasty, a strong and well-organized group of invaders began to seize control of China. These invaders were called *Mongols*, and had leaders known as **khans**. They were ruled first by Genghiz Khan and then by his grandson, Kublai Khan, who founded the dynasty called *Yuan dynasty*. First, they defeated the northern Chinese emperor. Then in 1279, the Song emperor was defeated. Kublai Khan ruled a united China until 1294.

The Mongols were a powerful people. At one time, they ruled China, Russia, Persia, and Central Asia. It was during the rule of Kublai Khan that Marco Polo came to China. Marco Polo was well-liked by the Mongol rulers and spent 17 years there. When he returned home, he wrote a book called *A Description of the World* that tells about the magnificent wealth and culture he saw in China. His writings sparked interest among Europeans in China and its products but did not receive widespread circulation until the Renaissance and the invention of the printing press.

Yuan Contributions to Civilization

Roads, Canals, Technology, and Art

Chinese life was prosperous during Mongol rule. The Great Wall of China was completed. Kublai Khan encouraged other Mongols to learn Chinese ways. He established extensive postal, road, and canal networks and developed trade with the West. The Chinese products of gunpowder, porcelain, and playing cards were introduced to Europe. Kublai Khan also built hospitals, fed the poor, kept food supplies in case of **famine**, and ran an **efficient** government.

Ming Dynasty (A.D. 1368-1644)

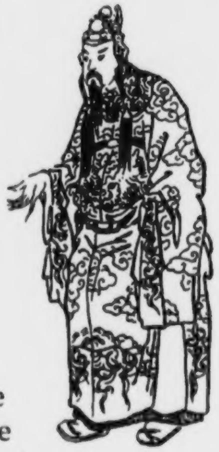
Nevertheless, the Mongols were not Chinese. Many Chinese resented the Mongols and considered them to be barbarian invaders. After Kublai Khan's death in 1294, the Mongol Empire declined. In the year 1368, the Mongols were defeated. Beijing was captured and a new dynasty was created, called the *Ming dynasty*. Once again, the Chinese were ruled by their own people. Ming rulers wanted to assert Chinese greatness after many years of foreign rule. Lesser powers in east Asia were forced to pay money and goods as tribute to Ming leaders in return for their protection.

One of the Ming's goals was to restore Chinese culture. The Ming restored the civil service exams and the teachings of Confucius. The Ming also improved the **productivity** of the Chinese farmers. Better methods of farming and fertilizing helped to improve farming in China. Chinese cities were the center of many different industries.

Ming Voyages

The Ming sailed to many parts of Asia and Africa. These voyages helped promote an interest in trade with China. China's influence spread throughout parts of Southeast Asia, the Middle East, and Asia. It was also during this period that European traders came to China as well.

Then the Ming rulers began to isolate their country from the rest of the world. Chinese ships were forbidden to travel the open seas. When the voyages ended, so did China's contact with the outside world end. The ending of commerce and travel started a long period of decline in Chinese influence in the world. In the 1600s, rebellions and invasions led to the overthrow of the Ming dynasty. A nomadic people known as the *Manchus* set up their own dynasty.

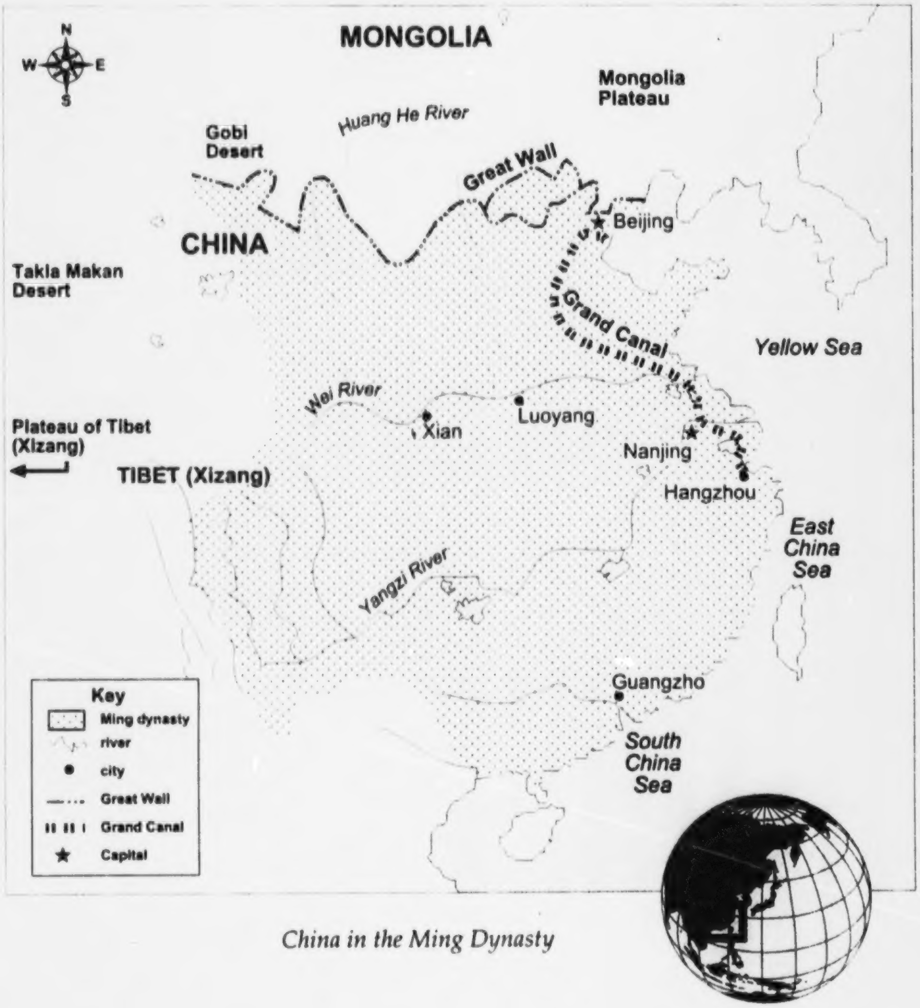


Ming emperor

Ming Contributions to Civilization

Art, Literature, and Medicine

Under the Ming dynasty, art and literature flourished. In the arts, the Ming developed its own style of landscape painting and created beautiful blue and white porcelain vases. Porcelain is shiny, hard pottery fired at high temperatures. Ming pottery is still considered among the finest ever made. Chinese artists also made cloisonné and lacquerware. Cloisonné is slender wire applied to metal and filled with brightly colored enamels. Durable lacquerware was created by painting up to 35 thin coats of varnish on a wooden object. Ming writers wrote poetry and novels, and were the first to write detective stories. Better methods of printing led to the production of many books. Two thousand Chinese scholars developed a huge encyclopedia of over 11,095 volumes of subjects that included science, medicine, art, geography, and history. Other books set forth advances in medicine and even described the practice of vaccinating against smallpox and uses of iodine.


N
W
E
S
MONGOLIA
Mongolia Plateau
Gobi Desert
Huang He River
Great Wall
Beijing
CHINA
Takla Makan Desert
Grand Canal
Yellow Sea
Wei River
Luoyang
Xian
Plateau of Tibet (Xizang)
Nanjing
TIBET (Xizang)
Hangzhou
East China Sea
Yangzi River
Guangzho
South China Sea
Key
Ming dynasty
river
city
Great Wall
Grand Canal
Capital

China in the Ming Dynasty

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Early Chinese Dynasties

DYNASTY	LEADERS	CONTRIBUTIONS
Qin 221-207 B.C.	united China after a period of local wars and led the shortest and cruelest dynasty	built the Great wall of China; set up uniform system of weights and measures; built a network of tree-lined roads and canals
Han 206 B.C.-A.D. 220	expanded China south to Vietnam and west to Central Asia; collapse of Han empire became known as the Age of Disunity	silk trade flourished; made advancements in medicine and ways of building ships, bronze and iron stirrups, fishing reels, wheelbarrows, suspension bridges, and chain pumps
Sui A.D. 589-618	a military dictator took control of northern China, southern China, and areas of Asia in the southeast and central parts	built canals to promote trade and transportation
Tang A.D. 618-907	began the Golden Age; organized and stabilized the government	developed a system of woodblock printing; invented gunpowder, mechanical clocks, and magnetic compass
Song A.D. 960-1279	long period of economic prosperity, political stability, and cultural achievement	introduced the abacus for doing arithmetic; wrote history based on facts instead of folklore
Yuan A.D. 1279-1368	Mongols ruled a united China until 1294; Mongols at one time ruled China, Russia, Persia, and Central Asia	finished the Great Wall; established extensive postal, road, and canal networks; developed trade with the West; introduced gunpowder, porcelain, and playing cards; built hospitals; fed the poor
Ming A.D. 1368-1644	Chinese again ruled China, restored the civil service exams	developed porcelain, cloisonné, lacquerware; introduced detective stories and an encyclopedia of many subjects; made advances in medicine

Practice

Match each **description** *with the correct* **dynasty**. *Write the letter on the line provided.*

______ 1. visited by Marco Polo during the rule of Kulai Khan

______ 2. built the Great Wall of China

______ 3. had a flourishing silk trade on the Silk Road

______ 4. made beautiful porcelain vases

______ 5. introduced the abacus

______ 6. built the Grand Canal to promote north-south transportation

______ 7. woodblock printing

A. Han

B. Ming

C. Qin

D. Song

E. Sui

F. Tang

G. Yuan

Practice

Answer the following using short answers.

1. Why did the Qin ruler Zheng burn Chinese literature and philosophy books? ______________________________

   ____

2. How did the Han dynasty establish a strong and effective government? ______________________________

   ____

3. Why did people rebel against the Sui rule? ________________

   ____

   ____

   ____

4. What new technologies were invented during the Tang dynasty and fully developed in the Song dynasty that would eventually have a great impact on the world? Explain why. ________________

   ____

   ____

   ____

   ____

   ____

   ____

5. Who were the invaders that seized control and took over the Song dynasty? ______________________________

6. How was China's history affected by its policies of isolation from the outside world during the Ming dynasty? ______________

____

____

____

____

Practice

Use the list above each section to complete the statements in that section.

China
dynasties
expand
Gobi
Great Wall of China
Huang He
invasion
Mongolia
protection
tradition
unified
Yangzi

1. The largest country in the world is ______________________ .

2. Chinese civilization is rich in ______________________ .

3. The greatest example of Chinese architecture is the
______________________ built for ______________________ .

4. The ______________________ desert is on the northern part of
China in a region known as ______________________ .

5. Chinese civilization developed along the ______________________
and ______________________ River Valleys.

6. Families ruling China were called ______________________ .

7. The Qin dynasty overthrew the last of the Zhou rulers in 256 B.C., and
they conquered the surrounding lands, which
______________________ China.

8. The greatest achievements of the Han dynasty were to stop the
______________________ from the north and to
______________________ the borders of China.

Beijing
canal
Genghiz Khan
improved
Kublai Khan
Marco Polo
Ming
Mongols
postal
prosperous
road
Song
stable
Tang
trade
tribute

9. The Golden Age of China occurred during the ____________________ dynasty.

10. During the Tang dynasty, the government was ____________________, people were ____________________, and the quality of life in China ____________________.

11. The Tang dynasty forced the neighboring lands of Vietnam, Tibet, and Korea to pay ____________________ to the Tang emperor.

12. During the ____________________ dynasty, the introduction of tea and a faster-growing rice plant strengthened China's economy.

13. The ____________________ were the invaders who began to seize control of China during the last years of the Sung dynasty.

14. Two Mongol leaders were ____________________ and ____________________.

15. During the rule of Kublai Khan, ____________________, an Italian explorer, came to China.

16. Kublai Khan established extensive ______________________,
______________________, and ______________________
networks and developed ______________________ with the West.

17. The ______________________ dynasty was created after the
Chinese recaptured ______________________ from the Mongols.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a great lack of food

______ 2. able to get the desired results without wasting time, money, or effort

______ 3. to take control of; capture

______ 4. something that blocks the way

______ 5. a person who is skilled in a particular craft

______ 6. to control public information or free speech

______ 7. amount created

______ 8. favoring complete control over the will of others; domineering

A. artisan
B. authoritarian
C. barrier
D. censorship
E. efficient
F. famine
G. productivity
H. seize

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. moving from place to place in search of food

______ 2. payment that conquered peoples were forced to pay to their conquerors

______ 3. to bring together as a whole

______ 4. continuing without change

______ 5. a tool for performing mathematical calculations by sliding counters along rods or in grooves

______ 6. the leader of a group of Mongols

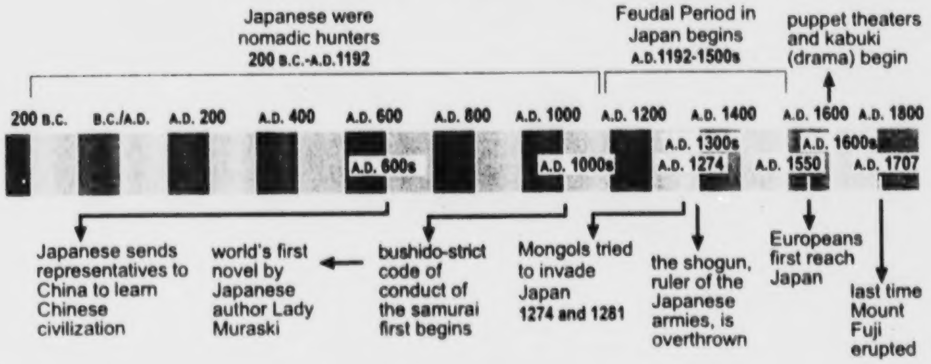
______ 7. independent state that must acknowledge the supremacy of another state and pay tribute to its ruler

A. abacus
B. khan
C. nomadic
D. tributary state
E. tribute
F. stability
G. unify

Japan

Japan is actually a group of islands, or an **archipelago**, about 100 miles off the Asian mainland and separated from mainland China by 500 miles of ocean. In addition to its four main islands, Japan includes over 3,000 smaller islands. As an island nation, the surrounding seas have protected and isolated Japan. Japan was close enough to the Asian mainland to be influenced by the Koreans or Chinese, but it was also too far away for the Chinese to conquer.

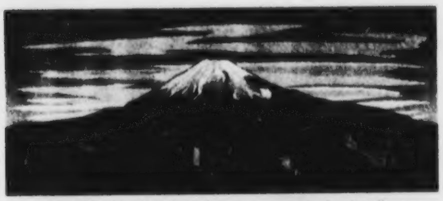
Timeline of the Empires in Japan


Japanese were nomadic hunters 200 B.C.-A.D.1192
Feudal Period in Japan begins A.D.1192-1500s
puppet theaters and kabuki (drama) begin
200 B.C.
B.C./A.D.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
A.D. 1800
A.D. 600s
A.D. 1000s
A.D. 1300s
A.D. 1274
A.D. 1550
A.D. 1600s
A.D. 1707
Japanese sends representatives to China to learn Chinese civilization
world's first novel by Japanese author Lady Muraski
bushido-strict code of conduct of the samurai first begins
Mongols tried to invade Japan 1274 and 1281
the shogun, ruler of the Japanese armies, is overthrown
Europeans first reach Japan
last time Mount Fuji erupted

Over three-quarters of the land area of Japan is mountainous, with only one-fifth of the land suitable for farming. Japanese farmers must make the most of the limited **arable** or farmable land. They have had to overcome the scarcity of farmland by harvesting the fish from the surrounding seas (see map on page 278).

Natural Disasters Affect Japanese Culture

The forces of nature have had a major impact on Japan's history and culture. Earthquakes shake the islands and violent winds known as **typhoons** or tropical hurricanes have destroyed its cities. Huge tidal waves caused by earthquakes have also pounded Japan's shores. Japan also has 30 active volcanoes that could erupt at anytime. The Shinto religion was originally based on the belief that the royal family was descended from the sun-goddess Amaterasu Omikami and grew out



Mount Fuji, the highest mountain in Japan (12,388 feet), is a volcano that last erupted in 1707 and has long been considered sacred by the Japanese.

of the Japanese respect for and fear of the forces of nature. Shintoism's followers believe that spirits are found in all parts of nature, such as rivers, mountains, and winds.

Followers of Shintoism pray to the spirits that control the forces of nature, respect their ancestors, and are expected to be loyal to their family and nation.

History of Japan (200 B.C.-A.D. 1192)

As far back as 200 B.C., while the Chinese were building the Great Wall of China, the Japanese were nomadic hunters. All advances in civilization are learned from older more advanced civilizations. Japanese leaders adopted the ideas and ways of the more advanced civilization of China.

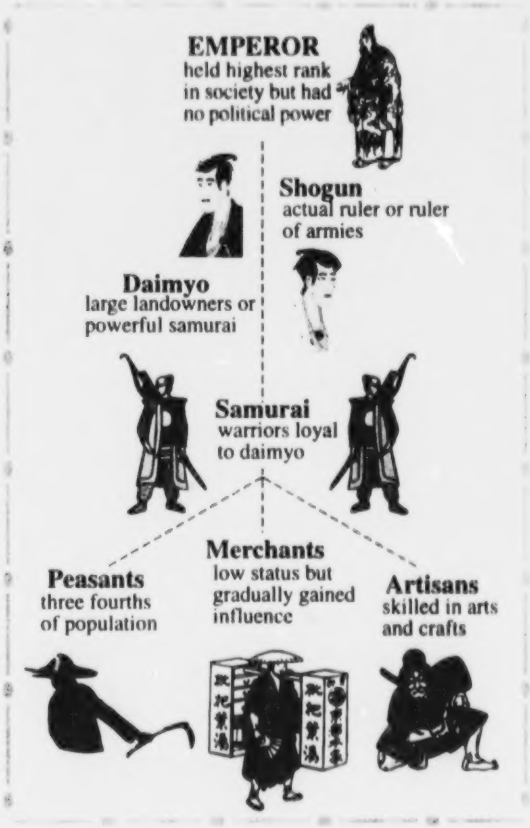
During the 7th century A.D., the Japanese sent representatives to China to learn about Chinese civilization. When the travelers returned to Japan, they brought with them new knowledge in the fields of philosophy, religion, art, written language, and government. The Japanese developed their own culture, but it was heavily influenced by Chinese culture.

A major religion also came to Japan from China. Buddhism, which originated in India, spread to China and eventually came to exist in Japan. Like the Chinese, the Japanese absorbed this new faith into their culture. Soon Buddhist temples and Shinto shrines could be found throughout Japan.

The Feudal Period (1192-1500s)

Society in Japan during the Middle Ages was organized into a rigid class system much like European feudalism during the Middle Ages. The kind of job people had depended on the social class into which they were born. People were not allowed to move from one social class to another.

Japanese **feudalism** was very similar to European feudalism. The highest social class consisted of nobles or feudal lords who were the wealthy landowners. They socialized at the emperor's palace, but they did not have very much power. The next highest class was the *samurai*, who were the *land-owning warrior class*. The next class was the lowest class, the peasants. Social class was so important that even the type of clothing worn was dependent upon one's social class. Regardless of one's social class, the father was the head of the family.


EMPEROR
held highest rank in society but had no political power
Shogun
actual ruler or ruler of armies
Daimyo
large landowners or powerful samurai
Samurai
warriors loyal to daimyo
Peasants
three fourths of population
Merchants
low status but gradually gained influence
Artisans
skilled in arts and crafts

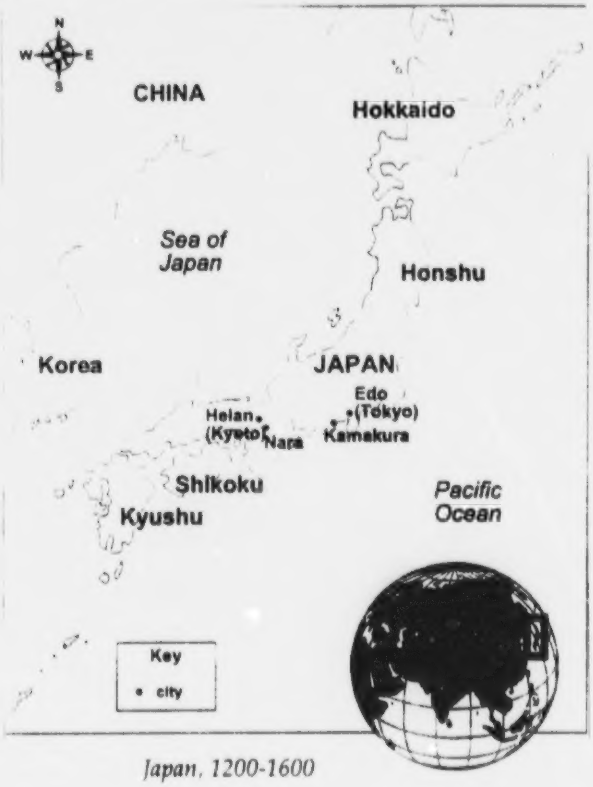
In feudal Japan, the *shogun,* or *general,* was the most powerful feudal lord. The shogun was the ruler of the armies and was appointed by the emperor to govern the country as a whole. The emperor had very little power during the Middle Ages in Japan. He did little more than serve as religious leader and a symbol of Japanese unity. As leader of the most powerful family in Japan, the shogun had all of the real power. The *shogunate* or *military government* was run by the ruling shogun.

The Japanese Warrior

The most powerful landowner-warriors in the countryside were called samurai, and the most powerful samurai were called *daimyo,* meaning *great name.* Like the knights of feudal Europe who pledged their loyalty to their feudal lord, samurai pledged their loyalty and military service to their daimyo. Peasants farmed the daimyo's land, and in return, the daimyo provided the farmers with protection.

The strict code of conduct of the samurai, called *bushido,* meaning the *way of the warrior,* came into being in the 12th century in Japan. Bushido was everything to the samurai. How the samurai dressed, spoke, talked, ate, married, and died were spelled out in their code. Samurai were taught that their greatest honor was to defend their lords and each other. If necessary, they were expected to die for their lord. The code of bushido stressed following a strict code of honor, bravery, self-discipline, and loyalty. Every samurai wore armor. Their chief possession was their sword. They fought on horseback with their bows, arrows, and swords. If a samurai was dishonored or defeated, he was expected to commit *seppuku* or *ritual suicide*.

In 1274 and again in 1281, the Mongols tried to invade Japan. When a typhoon destroyed the Mongol fleet, the Japanese believed it was sent by the gods to destroy their enemies. The Japanese called these winds *kamikaze* or the *divine wind*. The heavy costs of defending themselves against the Mongols weakened the feudal system in Japan. In the 14th century, the shogun was overthrown. Succeeding rulers were weaker and unable to rule the entire country of Japan. Rival feudal lords fought with each other for control of Japan. There was almost constant disorder and warfare during the feudal period.


N
W
E
S
CHINA
Hokkaido
Sea of Japan
Honshu
Korea
JAPAN
Edo (Tokyo)
Heian (Kyoto)
Nara
Kamakura
Shikoku
Kyushu
Pacific Ocean
Key
city

Japan, 1200-1600

Europeans Reach Japan (Mid 1500s-1800s)

In the mid-1500s, European ships arrived in Japan at a time when rival feudal armies were constantly at war. Some daimyo welcomed the

Portuguese traders and missionaries into their country. Others did not. Contact with the Europeans brought Christianity to Japan, but it also introduced the Japanese to European guns. While missionaries spread this new religion rapidly throughout the country, Japanese craftsmen also learned how to make guns of their own. The shoguns feared that foreign influences in Japan would be a threat to their power.

Because of the growing influence of the Christian missionaries in Japan, the government decided to ban Christianity in Japan. Christians were often arrested, tortured, and executed. Eventually, Japan decided to limit trade with the Europeans. The Japanese people could no longer travel abroad or build ocean-going ships. From this time until the 1800s, the Japanese kept foreign influences out of Japan. Japan was kept apart from cultural developments that were influencing the rest of the world. Because of this policy of isolation, Japan fell behind the rest of the world in technology and sciences.

Japanese Years of Isolationism

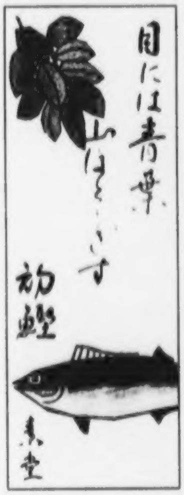
During the years of Japanese isolation, Japan experienced a long period of peace and stability. A form of Buddhism in Japan called *Zen Buddhism* had a big influence on Japanese culture. Followers of Zen Buddhism believed they could achieve spiritual enlightenment through meditation and strict discipline of their mind and body.

Japanese artists followed a style of painting that emphasized a love of nature and meditation. The Japanese culture that flourished during Japan's period of isolation had a lasting influence on its history. For 200 years, Japan developed its own distinctive culture with little foreign influence.

Japanese Contributions to Civilization

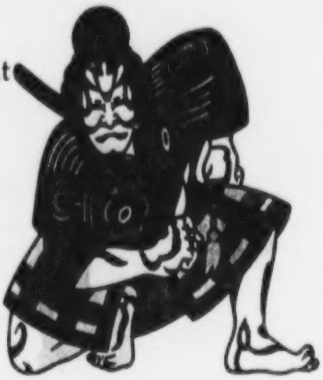
Literature, Art, and Architecture

One of the world's most famous works of this period is the 11th century *Tale of Genji* by Lady Muraski. It was about a legendary prince and his many romances. This was considered the world's first novel. Another important and popular form of Japanese writing was poetry, such as tanka and haiku. The tanka is a five-line poem with a set pattern of syllables on such subjects as love, nature, and pride in

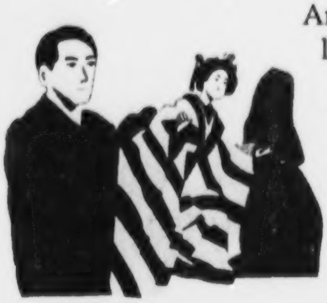

目には青葉
山ほとゝぎす
初鰹
素堂

haiku

country. The haiku has a traditional Japanese verse form consisting of three lines with five, seven, and five syllables. A typical haiku uses an image, often drawn from nature, to bring out a mood or feeling.


kabuki actor

The Nō drama developed in Japan. These plays were performed on a square, wooden stage without scenery by two main characters, with poetic passages chanted by a chorus. These ancient Nō plays are still performed today. The 1600s saw the beginning of puppet theaters and a new form of drama called *kabuki*. Kabuki included comedies or melodramas with themes of family or historical events and could run from morning till night. Kabuki kept the attention of the audience through its stories, music, and dance. Musical theater remains a popular art form in many cultures today.


puppeteer

Another glory of Japan was its paintings. Beautiful landscape, action-packed scenes of battle, and humorous drawing of people and animals were the chief subjects. Many were painted on scrolls, some that were 15 feet or 15.6 meters long. Three other Japanese arts that were perfected were flower arrangement, tea ceremonies or *chanoyu*, and landscape gardening. The tea ceremony followed a precise series of rituals and could take up to four hours.

The Japanese also created distinctive home and family customs. Japanese homes and furnishings were simple. Floors were covered with straw mats and were protected by the custom of taking off sandals and clogs before entering a house. The Japanese built one-story homes able to withstand the earthquakes that frequently occurred. They made sliding panels of heavy paper on wooden frames to make rooms either smaller or larger. The heat came from a large earthenware pot, the *hibachi*.

Houses had large tubs for very hot water and, whether rich or poor, everyone bathed daily. People washed thoroughly before entering the tub because the bath was mainly for relaxation.

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Practice

Answer the following using complete sentences.

1. How has geography affected Japan? ____________________

____

____

____

____

2. In what ways did China influence Japanese culture? __________

____

____

____

____

Answer the following questions using short answers.

3. Who was at the top of Japanese society during its feudal period?

____

4. Who held the real power? ____________________________

5. What were members of the land-owning warrior class called? _____

____

6. What were the most powerful samurai called? ______________

____

Practice

Create a **graphic organizer** *or diagram that shows the* **organization of Japanese society** *during the* **feudal period**.

Practice

Use the list below to complete the following statements.

archipelago
arable
Buddhism
bushido
class
die
feudalism
Mongols
nobles
peasants
samurai
shogun
spirits
typhoons

1. Japan is a group of islands, or an ____________________, off the eastern coast of Asia.

2. Japanese farmers must make the most of the limited ____________________ or farmable land.

3. Earthquakes shake the islands and violent winds known as ____________________ have destroyed its cities.

4. The earliest group who tried to invade Japan were the ____________________, who failed.

5. There was a very rigid ____________________ system in Japan, very similar to European ____________________.

6. The three social classes in Japan, starting with the highest class, are ____________________, ____________________, and ____________________.

7. Shintoism taught that nature had ____________________ that controlled man's life.

8. A major religion called ____________________ came from Japan to China.

9. The ____________________, appointed by the emperor, was the most powerful person in feudal Japan.

10. The code of the samurai was called ____________________.

11. The greatest honor of the samurai was to ____________________ for their leader.

Practice

Match each definition with the correct **Japanese** *term. Write the letter on the line provided.*

_____ 1. warrior lord, the most powerful samurai meaning great name

_____ 2. member of land-owning warrior class

_____ 3. supreme general or feudal lord

_____ 4. military government run by the shogun

_____ 5. strict code of conduct for samurai, meaning the way of the warrior

_____ 6. ritual suicide

_____ 7. winds of a typhoon, meaning the divine wind

A. bushido

B. daimyo

C. kamikaze

D. samurai

E. seppuku

F. shogun

G. shogunate

Review

India, a subcontinent in the south of Asia, is home to one of the world's oldest civilizations. This civilization began over 4,000 years ago. Throughout its long history, India was invaded several times, even though it is protected in the north by the Himalayan Mountains. Many groups ruled in India until about A.D. 320, when Chandra Gupta established a new dynasty called the Gupta dynasty. Many cultural advances occurred under Gupta rule. Arts and sciences flourished. The Guptas gave India a long period of peace and prosperity. The Gupta period is called India's Golden Age. Gupta control of India ended around A.D. 550. Harsha, a ruler who took control in A.D. 606, succeeded in rebuilding much of the Gupta Empire. This empire fell apart after his death in A.D. 647.

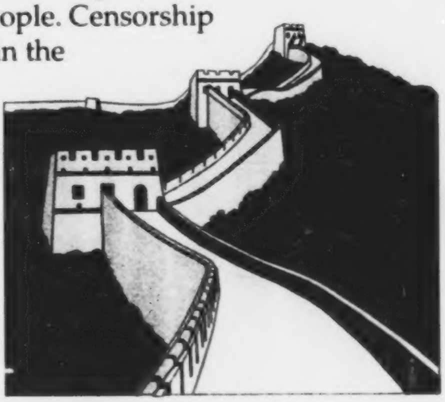
Of all the invading groups, the Muslims were the most powerful. They converted many Indians to their religion. Most Indians were of the Hindu faith while others were practicing Buddhists. Hindus believed in reincarnation. Hinduism taught people that the way they behaved in this life would determine the kind of life they would have in the next life. Buddhism taught that the way to happiness was to avoid attachment to the material pleasures of life. After the Muslim invasions, there was a cultural blending or merging of both Hindu and Muslim customs.

Another Muslim group to rule India was known as the Delhi Sultans. During their rule, Muslim influence extended throughout India. Trade between India and the rest of the Muslim world flourished. However, these new Muslim rulers condemned Hinduism as idol worship. Although many Hindus were persecuted, Hinduism survived as the religion of the majority in India.

Hindu and Muslim traditions blended together under the rule of the Mongols. Mongol leaders encouraged religious harmony in their Indian Empire. Alliances were made with the many diverse people in their empire.

The Mongol empire ruled India until the mid 1800s. During their leadership, the arts, architecture, and literature combined Hindu, Muslim, and Persian influences.

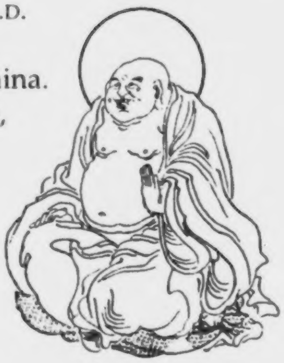
China is the largest country in the world. Like India, it is part of Asia. Chinese civilization developed along the fertile Huang He and Yangzi River Valleys. Geography played an important part in the history of China. Natural barriers such as mountains, deserts, and plateaus prevented invasions on all sides of China but the north. The history of China is a history of ruling families called dynasties. Although the Qin (Chi'n) dynasty lasted for a short time, they achieved the unification of China. Their rule was authoritarian. It had complete control over the government and the people. Censorship of all written works and ideas resulted in the burning of all books that challenged the emperor's authority. During Qin rule, the Great Wall of China was built. The Han dynasty followed and further expanded China's borders. The Han are best known for creating a strong and effective government and establishing the silk trade with Europe. The teachings of Confucius became a permanent part of Chinese thinking.


Great Wall of China

Over 300 years of conflict followed the end of the Han dynasty in A.D. 220, as feudal lords fought for power. The Sui dynasty followed the Age of Disunity. The emperors of the Sui dynasty built a system of canals, the largest called the Grand Canal, to promote trade. They forced peasants to work on the rebuilding of the Great Wall. This dynasty lasted only for only 29 years. Then the Tang dynasty came to power in A.D. 618. This was China's Golden Age. Art and literature flourished. Woodblock printing was invented. Tang rulers had an organized and efficient government. Only the most educated and talented officials trained in the ideas of Confucius served in government.

The next great dynasty was the Song dynasty, founded in A.D. 960. Achievements under the Song dynasty were many. Gunpowder, mechanical clocks, the magnetic compass, and the abacus were invented. Cities prospered as trade with foreign countries increased. Towards the end of the Song dynasty, invaders from the north called Mongols seized control of China. In 1279, they defeated the last Song emperor. Kublai Kahn, the Mongol leader of the Yuan dynasty, ruled China until A.D. 1294. It was during the time of Kublai Khan that the Italian explorer Marco Polo journeyed to China. Marco Polo was impressed with the magnificence of the Chinese civilization.

The native Chinese finally defeated the Mongols in A.D. 1368. The new dynasty that followed was called the Ming dynasty. Once again their own people ruled China. The Ming's goal was to restore Chinese art, literature, and culture to China. Chinese scholars developed encyclopedias of Chinese knowledge. During the early days of the Ming dynasty, the Ming sailed to many parts of Asia and Africa. China's influence spread and eventually European traders came to China. Then the Ming rulers isolated their country from the rest of the world. Chinese contact with the outside world ended. In the 1600s, the Manchus overthrew the Ming.



Chinese deity

Japan is an archipelago, approximately 100 miles off the coast of Asia and 500 miles off the west coast of China. Japan was influenced by the Korean and Chinese cultures but was too far away to be conquered by the Chinese. The forces of nature have influenced Japan's history. Earthquakes, typhoons, tidal waves, and active volcanoes were a constant threat. These natural disasters played an important part in the development of the Shinto religion, which is based on the belief that spirits control the forces of nature and human lives.

Society in Japan during the Middle ages was organized into rigid social classes. The social classes were the nobles or feudal lords, warriors (called samurai), and the lowest classes, the peasants. The man with the most power was the shogun or general. He controlled the armies and was appointed by the emperor to govern the country as a whole. The emperor had very little power. He was the religious leader and symbol of Japanese unity.

The strict code of conduct known as bushido taught that the greatest honor for a samurai was to die for his leader. The code stressed such ideals as honor, bravery, self-discipline, and loyalty. A form of Buddhism known as Zen Buddhism influenced Japanese culture. It taught that spiritual enlightenment could be achieved through meditation and strict discipline of the mind and body. Europeans also influenced Japanese culture. Missionaries brought Christianity to Japan and along with it other western influences. The Japanese, fearing the loss of authority over their people, eventually closed their country to Europeans. When Japan isolated itself from the rest of the world, it fell behind in technology and sciences.

Practice

Answer the following using short answers.

1. What is the Gupta period in India called? ______________________
2. List two beliefs of the Hindu religion. ______________________

    ____
3. What is the largest country in the world? ______________________
4. Name four of the ruling dynasties of China. ______________________

    ____

    ____
5. What was the Shinto religion of Japan based on? ______________

    ____

    ____
6. During the Middle Ages how was society in Japan organized?

    ____

    ____

    ____

    ____

    ____

    ____

    ____

541

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. to bring together as a whole

______ 2. a person who is skilled in a particular craft

______ 3. something that blocks the way

______ 4. a very great lack of food in an area or country

______ 5. able to get the desired results without wasting time, money, or effort

______ 6. to take control of; capture

______ 7. large area of land smaller than a continent

______ 8. customs, beliefs, or other common knowledge passed down from parents to their children

______ 9. join together and become one

______ 10. amount created

A. artisan

B. barrier

C. efficient

D. famine

E. merge

F. productivity

G. seize

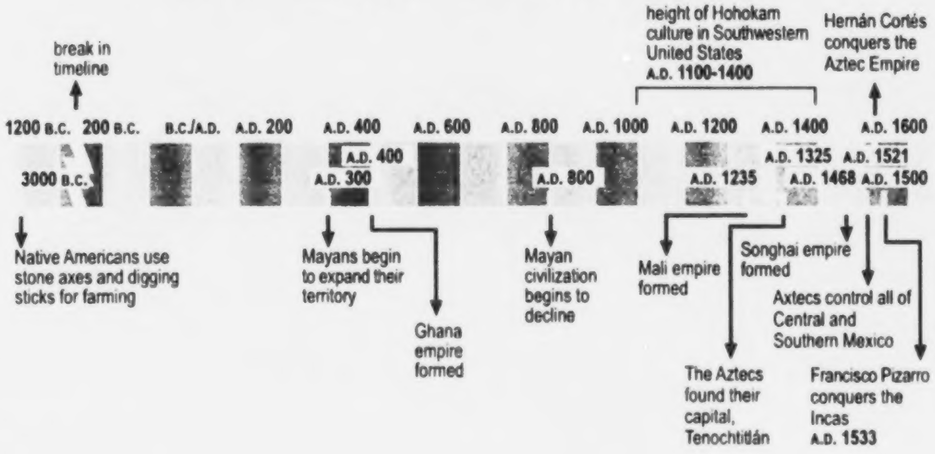
H. subcontinent

I. tradition

J. unify

Unit 10: Empires in Africa and the Americas (1200s B.C-A.D.1600s)

Timeline of the Empires in Africa and the Americas


break in timeline
height of Hohokam culture in Southwestern United States A.D. 1100-1400
Hernán Cortés conquers the Aztec Empire
1200 B.C.
200 B.C.
B.C./A.D.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
3000 B.C.
A.D. 400
A.D. 300
A.D. 800
A.D. 1235
A.D. 1325
A.D. 1468
A.D. 1521
A.D. 1500
Native Americans use stone axes and digging sticks for farming
Mayans begin to expand their territory
Ghana empire formed
Mayan civilization begins to decline
Mali empire formed
Songhai empire formed
Aztecs control all of Central and Southern Mexico
The Aztecs found their capital, Tenochtitlán
Francisco Pizarro conquers the Incas A.D. 1533

This unit emphasizes the history and contributions of the civilizations of Africa and the Americas.

Unit Focus

- characteristics and contributions of three African empires—Ghana, Mali, and Songhai
- characteristics and contributions of the civilizations that flourished in the Americas

Vocabulary

Study the vocabulary words and definitions below.

archaeologist	scientist who studies ancient peoples and their cultures by looking at artifacts, fossils, and remains
artifact	any object made and used by humans
burial mound	a mound built over the dead
clan	group of related families
conquer	overcome and take control
conquistador	
convert	to adopt a different religion or belief
cultural differentiation	a distinct way of life determined by environment
distribution	the delivery of an item or items to others
diverse	unlike or different
domesticate	to adapt the behavior of an animal to the advantage of humans; to tame

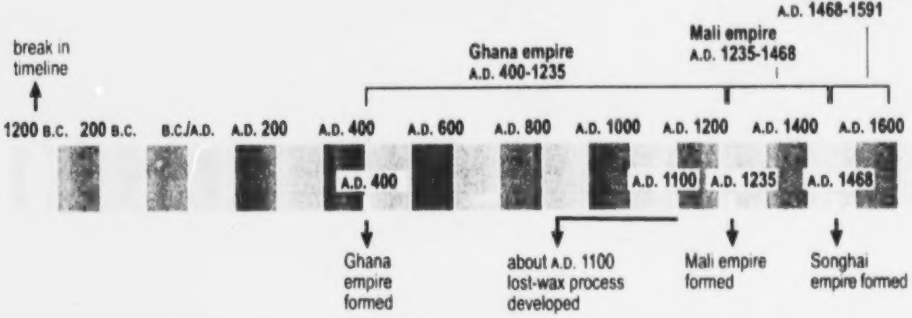
economy	system of producing and distributing wealth
flourish	grow, prosper, achieve success
lavish	plentiful; extravagant
originate	to bring into being; invent
pilgrimage	a journey to a sacred place
polytheistic	believing in many gods
procession	movement in an orderly manner
province	one of the parts a country is divided into; territory
quipu	knotted colored cords for recording events and keeping accounts
reign	period of rule
sacrifice	the offering of something of value to a god as an act of worship
stylize	to design according to a style rather than nature
tribute	payment that conquered peoples were forced to pay to their conquerors

Empires in Africa and the Americas (1200s B.C.-A.D. 1600s)

Africa

Africa is the second-largest continent in the world, covering one fifth of Earth's land surface. It is three times larger than the United States, stretching more than 5,000 miles from north to south. Because of its size and geography, many different civilizations arose there. The Egyptian civilization along the Nile was one of these civilizations (see Unit 2).

Timeline of the Empires in Africa


Songhai empire A.D. 1468-1591
Mali empire A.D. 1235-1468
Ghana empire A.D. 400-1235
break in timeline
1200 B.C.
200 B.C.
B.C/A.D.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
A.D. 400
A.D. 1100
A.D. 1235
A.D. 1468
Ghana empire formed
about A.D. 1100 lost-wax process developed
Mali empire formed
Songhai empire formed

Empires of West Africa (A.D. 300-1600)

The three kingdoms of the Niger River Valley in West Africa were the kingdoms of *Ghana*, *Mali*, and *Songhai*. These three kingdoms were powerful between A.D. 300 and 1600.

Ghana (A.D. 400-1235)

The empire of Ghana was ruled by a powerful king. Ghana began its rise to power about A.D. 400. The word Ghana means *chief*. Ghanaian society was made up of **clans**. A clan is a group of people descended from a common ancestor. The king settled arguments between the clans. To rule the lands of the empire, the king appointed governors. The areas ruled by governors had soldiers and workers who were given different jobs.

The **economy** of the kingdom of Ghana was based on agriculture, mining, and trade. The salt mines of the Sahara Desert in the north and the gold mines in the south proved beneficial to its economy. As goods were traded, they passed through the kingdom. The government became rich as a result of taxation. Every time goods passed through the territory, they were taxed. This wealth enabled Ghana to keep a large army and a **lavish** court for their emperor. Muslim merchants bought goods made in Ghana and sold them throughout the Muslim empire. Muslim traders also brought foreign goods into Ghana. Overall, the economy was controlled by the king to keep the value of gold as high as possible.

Ghana was able to defend itself from attack by Muslims in the north for a long time. By the end of the 12th century, the Muslims were able to overthrow the king. However, the influence of the Muslims did not last long.

Mali (A.D. 1235-1468)

During the 13th century, another African empire was formed—the Mali kingdom. The Mali kingdom was ruled by leaders who became Muslims. The king was very powerful. The economy, built on gold, ivory, cattle, and cotton, was very strong. Gold from Mali's mines was traded for salt from the Sahara. Salt was in short supply in West Africa. The first ruler of Mali was Sundiata. While he was in power, agriculture expanded.

Mansa Musa was probably the greatest ruler of Mali. During his **reign**, the empire had many achievements. For example, he established a system of government and set up a tax system. Mansa Musa also **converted** to Islam and went on a **pilgrimage** to Mecca, the Holy City of Islam. He took with him 60,000 men. As he traveled eastward, a long **procession** of camels was loaded with huge quantities of gold.

Mansa Musa built Timbuktu into a spectacular city known for its burnt-brick architecture and many *mosques* or Muslim houses of worship. A university was established called Sankore, and Timbuktu became a great center of education and scholarship.

Mali declined slowly after Mansa Musa's death in 1337. In the empire were many people who started to protest the Mali rulers. The group which soon gained power were called Songhai.

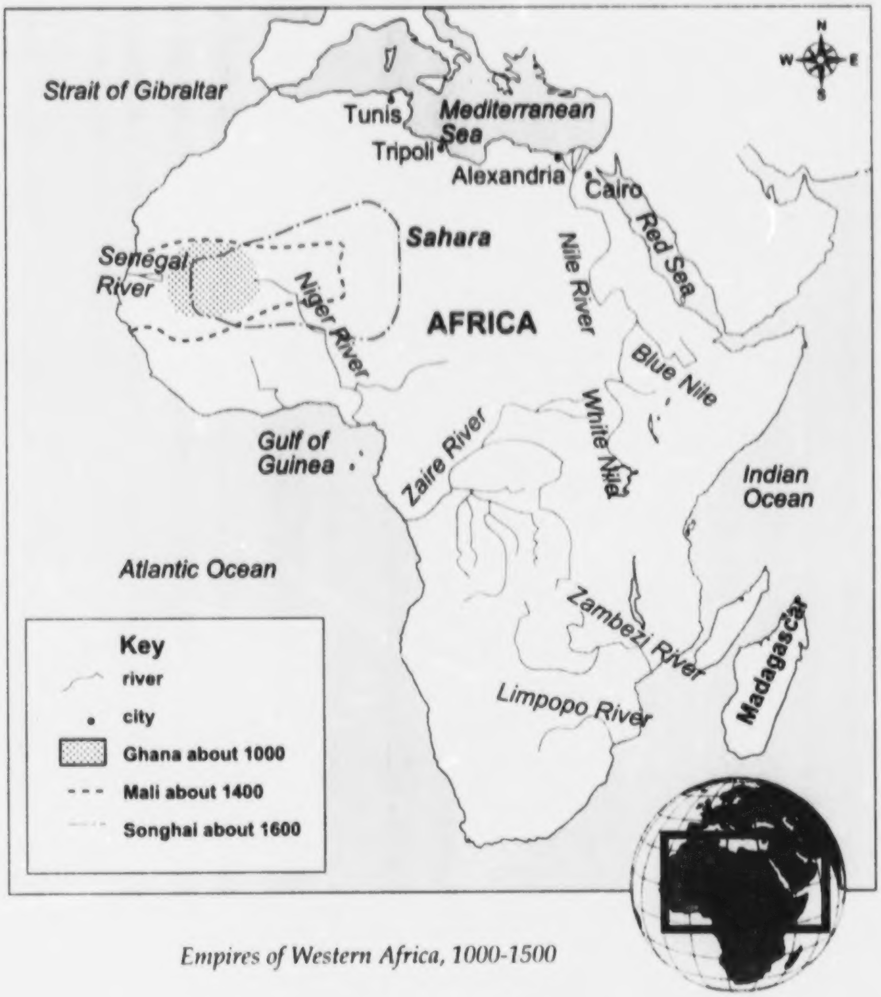
Songhai (A.D. 1468-1591)

Following the rule of the Malis, civil war broke out. It ended when the powerful rulers from the Songhai kingdom took power. The great king of the Songhai empire, Sonni Ali, was extending his empire at about the same time that Christopher Columbus was discovering America.

When the Songhai empire was strongest, its leader was Askia the Great, a Muslim. He ordered that the rule of Islam, the Quran, was to be the law of the land.

Under Askia's rule (1493-1528), the city of Timbuktu became the center of Islamic culture. Islamic scholars from faraway lands were attracted to Timbuktu because of its university, which became a center of learning.

Like many other empires around the world, these three African empires all rose, often due to powerful leaders who were able to unite the people, and fell, due to civil war and outside invasions.


N
W
E
S
Strait of Gibraltar
Tunis
Tripoli
Mediterranean Sea
Alexandria
Cairo
Red Sea
Sahara
Senegal River
Niger River
Nile River
AFRICA
Blue Nile
White Nile
Zaire River
Gulf of Guinea
Indian Ocean
Atlantic Ocean
Zambezi River
Limpopo River
Madagascar
Key
river
city
Ghana about 1000
Mali about 1400
Songhai about 1600

Empires of Western Africa, 1000-1500

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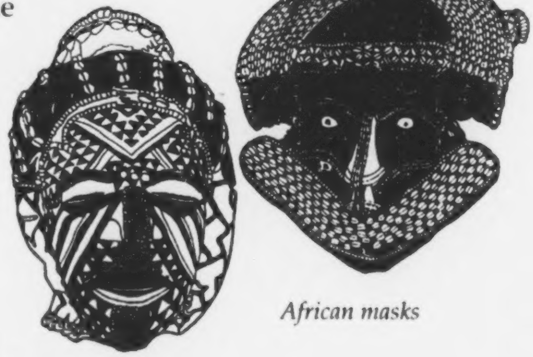
African Contributions to Civilization

Art, Architecture, Music, and Literary Traditions

In art and architecture, African traditions go far back in time to the ancient rock painting of the Sahara, the pyramids of Egypt and Nubia, the rock churches of Ethiopia, and the stones of Great Zimbabwe.

In about A.D. 1100, sculptors developed a method of bronze casting known as the *lost-wax process*. Because the wax was soft, it could be carved and used as a model. The model was then covered with clay and heated, melting the wax. Bronze was poured into the clay form, and when the bronze cooled, the clay was washed away. The lost-wax process is still used today to make custom jewelry. The sculptors of this time are some of the world's best. The **stylized** form influenced such artists as Pablo Picasso.

The stylized forms of African masks and other works had a dramatic influence on the development of modern art in the western world. Traditional African music was based on intricate and complex patterns of rhythm and has influenced modern forms of western music such as jazz.



African masks

In West Africa, griots, or professional poets, record keepers, historians, and political advisors to chiefs, recited ancient stories to preserve history and folk tales from generation-to-generation. Some griots today can remember detailed family histories that go back more than 200 years and know the brave deeds of kings of 700 years ago. Griots often used riddles to sharpen the wits of the audience. Another popular type of tale told was the story without an ending. It challenged the audience to create a fitting lesson or conclusion. Traditional African storytelling continues to this day.

Practice

Use the list above each section to complete the statements in that section.

Africa
agriculture
clans
Ghana
gold
king
Mali
Muslims
salt
size
Songhai
taxed
trade

1. The second largest continent in the world is

   ______________________ .

2. Many different African civilizations arose due to the

   ______________________ and geography of the continent.

3. The three kingdoms of the Niger River Valley are the

   ______________________ , the ______________________ , and the

   ______________________ .

4. The empire of Ghana was ruled by a powerful

   ______________________ and the society was made up of

   ______________________ .

5. The economy of Ghana was based on ______________________ and

   ______________________ .

6. Mines of ______________________ and ______________________

   also benefited the economy.

7. Every time goods passed through the Ghana Empire, they were ____________________ .

8. Attacks by the ____________________ caused the collapse of the empire of Ghana.

cattle
civil war
cotton
gold
ivory
Mansa Musa
outside invasions
powerful leaders
Quran
Songhai
Timbuktu

9. The strong Mali economy was built on ____________________ , ____________________ , ____________________ and ____________________ .

10. ____________________ was the greatest ruler of the Mali and the Mali Empire declined slowly after his death.

11. The ____________________ Empire was the strongest under the leadership of Askia the Great.

12. Askia ordered that the ____________________ would be the law of the land.

13. Under his rule, the city of ____________________ became the center of Islamic culture.

14. The three African kingdoms of Ghana, Mali, and Songhai rose due to ____________________ , and they fell due to ____________________ and ____________________ .

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. system of producing and distributing wealth

______ 2. period of rule

______ 3. to design according to a style rather than nature

______ 4. group of related families

______ 5. plentiful; extravagant

______ 6. to adopt a different religion or belief

______ 7. a journey to a sacred place

______ 8. movement in an orderly manner

A. clan

B. convert

C. economy

D. lavish

E. pilgrimage

F. procession

G. reign

H. stylize

Practice

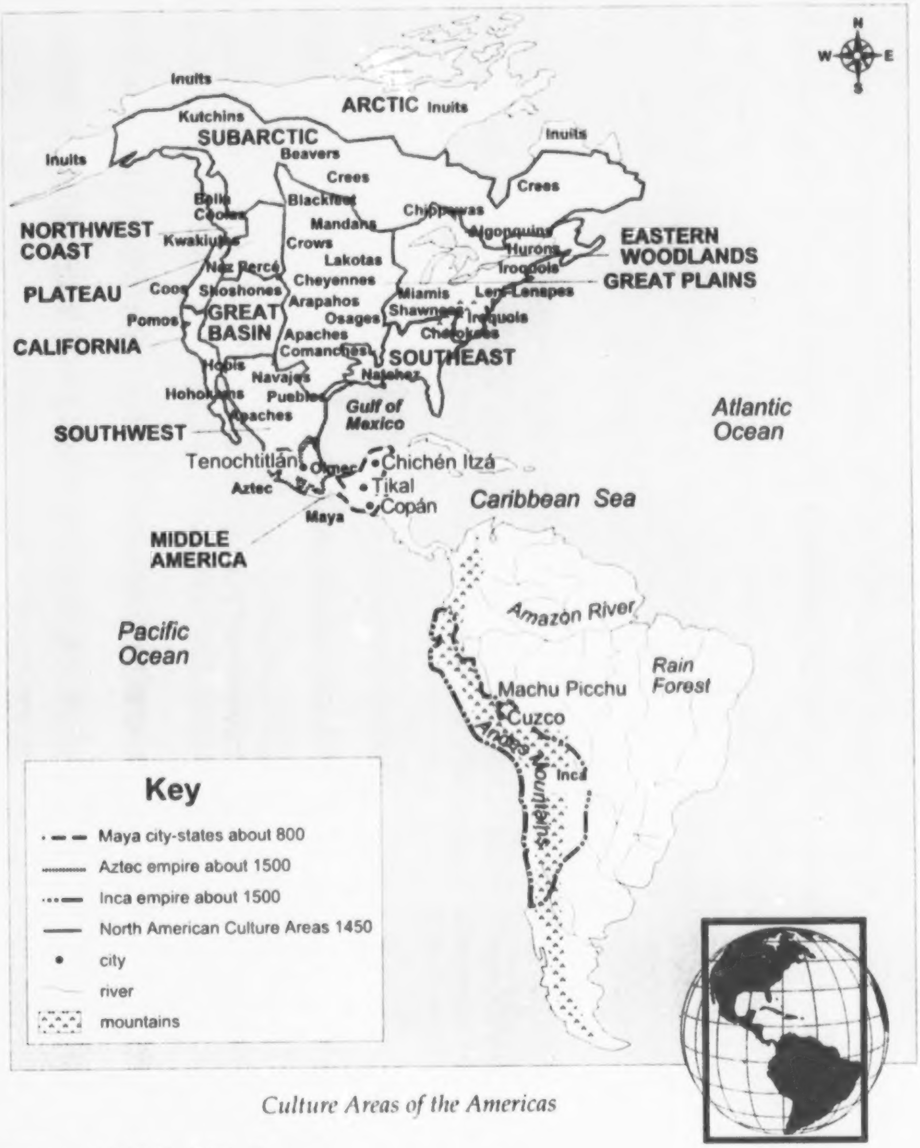
Use the **map** *on the following page to complete the directions below. You may also use an* **atlas** *or another* **world map**.

1. Label all the continents.
2. Label the Pacific Ocean, Atlantic Ocean, and Indian Ocean.
3. Label India, China, Japan, West Africa, and Egypt.
4. Label the rivers listed below with the correct letter.
    a. Nile
    b. Huang He
    c. Yangzi
    d. Indus
    e. Niger
5. Label the arrows North, South, East, and West.

The World

The Americas: Civilizations of North, Central, and South America

At about the same time that civilizations were developing in Africa, great civilizations were forming in North America, Central America, and South America. These civilizations were unknown to the Africans and Europeans during the Middle Ages. It wasn't until the late 1400s and early 1500s that Europeans came in contact with these **flourishing** civilizations.


N
W
E
S
Inuits
ARCTIC Inuits
Kutchins
SUBARCTIC
Beavers
Inuits
Inuits
Crees
Crees
Bella Coolas
Blackfeet
Chippewas
NORTHWEST COAST
Kwakiutls
Mandans
Crows
Algonquins
Hurons
EASTERN WOODLANDS
Lakotas
Iroquois
Nez Percé
PLATEAU
Coos
Shoshones
Cheyennes
Arapahos
Miamis
Lenni-Lenapes
GREAT PLAINS
Pomos
GREAT BASIN
Osages
Shawnees
Iroquois
Apaches
Cherokees
CALIFORNIA
Comanches
SOUTHEAST
Hopis
Navajos
Natchez
Hohokams
Pueblos
Apaches
Gulf of Mexico
Atlantic Ocean
SOUTHWEST
Tenochtitlán
Olmec
Chichén Itzá
Tikal
Copán
Aztec
Maya
Caribbean Sea
MIDDLE AMERICA
Amazon River
Pacific Ocean
Rain Forest
Machu Picchu
Cuzco
Andes Mountains
Inca
Key
Maya city-states about 800
Aztec empire about 1500
Inca empire about 1500
North American Culture Areas 1450
city
river
mountains

Culture Areas of the Americas

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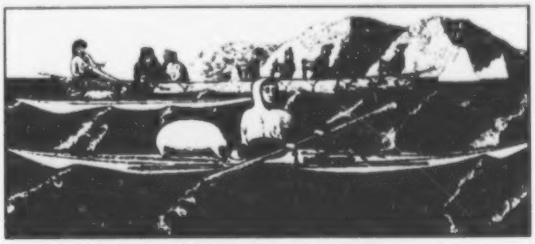
About 25,000 years ago, the glaciers of the Ice Age froze so much of Earth's water that ocean levels dropped as much as 500 feet. Because of this drop in ocean level, a land bridge surfaced across the Bering Strait between Northern Asia and present-day Alaska. Archaeologists believe that the first Americans migrated to North America from Asia across this bridge, perhaps in search of food. As Earth warmed, the glaciers melted, the land bridge disappeared, and the Americas became a separate land mass.



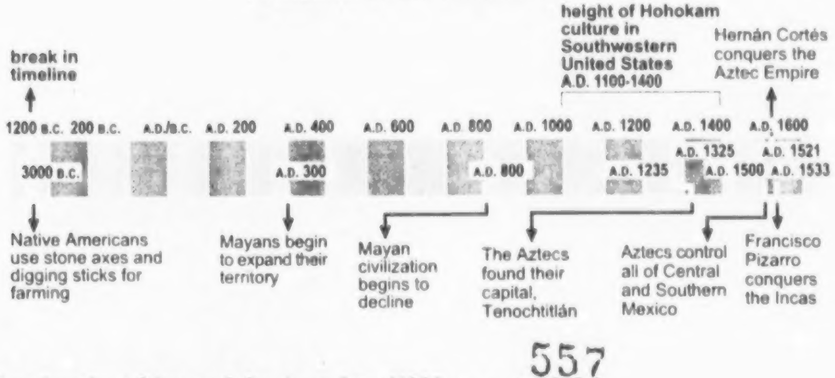
Inuit (Eskimo) group kayaking

Slowly traveling southward over many, many thousands of years, these wandering hunters and gathers eventually reached as far south as the tip of South America. **Diverse** cultural groups developed in North, Central, and South America.

The Americas are made up of the continents of North and South America. In North America, the Rocky Mountains begin in Alaska and continue southward into Mexico. The Andes Mountains run down the length of South America. Both continents are drained by mighty river systems. They are the Mississippi River in North America and the Amazon River in South America.

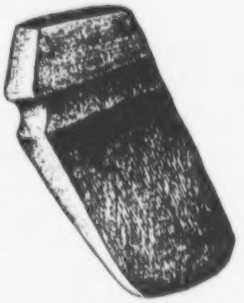
American civilizations had to learn to adapt to the variety of climates and resources in the Americas. In both the far northern and southern parts of the Americas, people learned to survive in icy cold climates. Near the Equator, civilizations had to adapt to a hotter climate and tropical rain forests. The Americas also had deserts, woodlands, and fertile plains. Between these two geographic regions is a region called *Middle America*. Middle America or *Mesoamerica* includes Mexico and Central America.

Timeline of the Americas



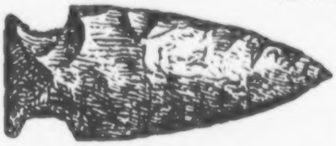
height of Hohokam culture in Southwestern United States A.D. 1100-1400
Hernán Cortés conquers the Aztec Empire
break in timeline
1200 B.C.
200 B.C.
A.D./B.C.
A.D. 200
A.D. 400
A.D. 600
A.D. 800
A.D. 1000
A.D. 1200
A.D. 1400
A.D. 1600
3000 B.C.
A.D. 300
A.D. 800
A.D. 1235
A.D. 1325
A.D. 1500
A.D. 1521
A.D. 1533
Native Americans use stone axes and digging sticks for farming
Mayans begin to expand their territory
Mayan civilization begins to decline
The Aztecs found their capital, Tenochtitlán
Aztecs control all of Central and Southern Mexico
Francisco Pizarro conquers the Incas

The North Americans (700 B.C.-A.D. 1500s)



Alaskan grooved axe

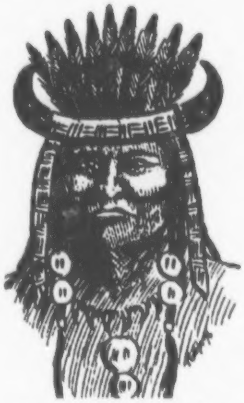
Most of what is known about the Native American population of North America comes from the work of **archaeologists**. Archaeological digs have resulted in the discovery of **burial mounds**, pottery, tools, and the remains of the bones of both animals and humans in all parts of North America. Native Americans who settled in a particular area of North America developed a common culture. As these cultural areas flourished, their arts, crafts, and religious customs became distinct or different from those in other areas of North America. In each area of North America, a distinct culture emerged. Each culture reflected the environment in which it developed. Historians call this **cultural differentiation**.



flint arrowhead found in the Ohio area

To meet their needs for food, clothing and shelter, early Americans used the resources of their environment. Some early Americans lived near the ocean. Other groups may have fished in streams and rivers, while others were hunters and gatherers. Archaeologists have learned that early Americans throughout North America developed diverse ways of living. They have uncovered such **artifacts** as rounded stones for grinding and bone hooks for fishing. By about 5000 B.C. early Americans discovered farming. This discovery led to the development of permanent farming villages. As food supplies increased, the population of North America grew. By A. D. 1500, when the Europeans arrived in the Americas, about 15 to 20 million Native Americans lived in what is today the United States and Canada.

Native North Americans



Northwestern Native American leader

There are 10 culture areas that are based on the environments in which Native American people lived. They include the Arctic, Subarctic, Northwest Coast, California, Great Basin, Plateau, Southwest, Great Plains, Eastern Woodlands, and Southeast. In each of these areas, the people adapted to their

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environment. Their environment influenced the diverse cultures that developed. Early Americans mainly lived by hunting and the gathering of wild plants and berries. Eventually, Native Americans learned how to plant and harvest corn. Other crops grown by Native Americans included potatoes, squash, avocados, pumpkins, tomatoes, peanuts, and a variety of beans.

Native American Culture Groups of North America

Cultural Group	Selected Tribes	Culture
Arctic/Subarctic cold, northern region of Canada and Alaska; severe climate prohibited farming	Beavers, Crees, Inuits, and Kutchins	lived as nomadic hunters and gatherers; lived in cold climate; worshiped nature and animal spirits
Northwest Coast thickly forested seacoast of Pacific Northwest; mild winters; fish, sea, and forest animals were plentiful	Bella Coolas, Coos, Kwakiutis, and Tlingits	lived in villages near forests, rivers, or ocean; held ceremonial dinners called potlatches; gave gifts to guest which showed wealth and status of tribe
California/Great Basin/Plateau California coast; warm climate; abundance of food resources: fish, seals, and wild berries	Nez Percé, Pomos, and Shoshones	lived in small family groups as hunters and gatherers; worshipped nature spirits
Southwest high desert regions of Arizona, New Mexico, southern Colorado, Utah, and northern Mexico	Apaches, Hopis, Navajos, Pueblos, and Hohakams	lived as farmers in villages in homes of adobe brick; built irrigation systems; lived also in areas unsuitable for farming; hunted and gathered plants; worshipped nature spirits
Great Plains stretching from the Rocky Mountains to the Mississippi River	Arapahos, Blackfeet, Cheyennes, Comanches, Crows, Lakotas, Mandans, and Osages	lived in tepees on Grasslands of the Great Plains; hunted mostly bison or buffalo; used animals for clothing; grew some food along streams
Eastern Woodlands area east of Mississippi from the Atlantic Coast to the Great Lakes	Algonquins, Chippewas, Hurons, Iroquois, Leni-Lenapes, Miamis, Pequots, and Shawnees	lived in villages as farmers and hunters; lived in longhouses with many families; women had political and social powers in some tribes
	Cayuga, Mohawk, Oneida, Onondaga, and Seneca form Iroquois League	lived in stockaded villages of longhouses as hunters and farmers; had matrilineal families and an intertribal clan system; had high level of political organization; gathered representatives from each group and discussed and resolved problems
Southeast from the Carolinas to Florida	Cherokees and Natchez	lived as farmers; grew a variety of crops: corn, squash, beans; celebrated the harvest with Green Corn Ceremony

Practice

Use the chart on page 307 and the list below to write the correct term for each description on the line provided.

Arctic/Subarctic
California/Great Basin/Plateau
Eastern Woodlands
Great Plains
Northwest Coast
Southeast
Southwest

______________________ 1. hunted bison and buffalo on the grasslands

______________________ 2. severe climate in the northern regions of Canada and Alaska made it impossible to farm

______________________ 3. tribes in this cultural area formed a political organization known as the Iroquois League

______________________ 4. the Nez Percés, Pomos, and Shoshones were tribes in this cultural group

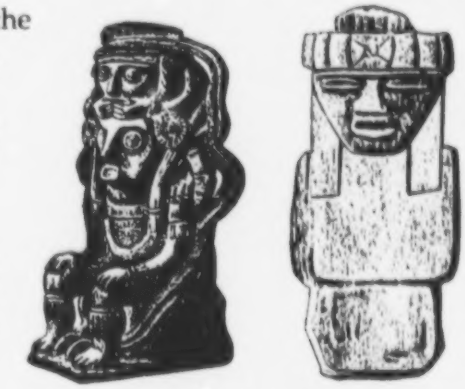
______________________ 5. the Pueblos built their homes of adobe brick

______________________ 6. the Cherokee and Natchez grew a variety of crops

______________________ 7. potlatches or ceremonial dinners showed the wealth and status of the tribe

Civilizations of Middle and South America

Middle America or Mesoamerica are the lands of Mexico and Central America between North America and South America. Many different civilizations flourished in Mexico, Central America, and South America. Most of the people in these civilizations were farmers, but these great nations developed remarkable cultures with outstanding accomplishments in the development of architecture, agriculture, education, and the arts.



Mexican figurines

The Olmecs (1200 B.C.-400 B.C.)

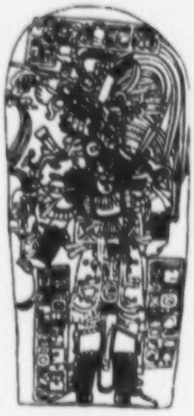
The first American civilization, the Olmecs lived in farm villages in what is today Mexico's Gulf Coast. They raised *maize*, a corn plant native to the Central American rain forest. The Olmecs built pyramid-shaped temples and carved enormous stone heads. It is believed that their cities were the center of religious worship. These advanced people developed a system of writing, a calendar, and a counting system. Through trade, the Olmec culture spread to other civilizations.

Olmec Contributions to Civilization

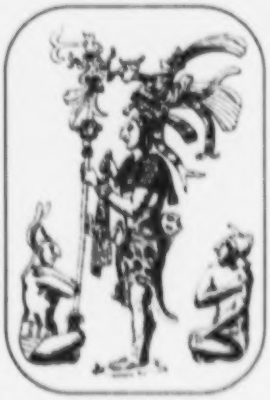
Art, Sculpture, Technology, and Religious Devotion

Through trade the Olmec influence spread over a large area. Their carvings of grinning jaguars and snakes appear in the art of later peoples. Some of the most dramatic remains of the Olmec civilization are the giant carved 40-ton stone heads found at La Venta. The Olmecs also invented a picture form of writing and developed a number system with a zero. Using these advances, they made remarkably accurate calendars. Their most important contribution may have been the tradition of priestly leadership and religious devotion that became a basic part of later Middle American civilizations.

The Mayas (A.D. 250-900)



Mayan priest



Mayan chief

The Mayan city-states developed an advanced civilization from the Yucatán Peninsula in southern Mexico through Central America. The Mayans were mainly a farming civilization. They cleared the rain forest and grew both maize or corn and beans. Mayan cities were important religious, government, and trading centers. In the largest city-state, Tikal, the rulers, Mayan priests, and nobles governed. A huge triangle-shaped pyramid served as a religious place of worship. Mayan priests observed the movement of stars and planets. They believed that the heavenly bodies in the sky were gods, who would determine everything that happened on Earth.

El Castillo, a temple-topped pyramid with four staircases that rises 75 feet above the jungle floor.

Below the priests and nobles was the merchant class. However, most of the people were in the lower classes. Artisans, peasants, and slaves made up these classes. The Mayans were known to have traded with other civilizations. Trade goods included salt, grain, cloth, bird feathers, jewelry, and animal skins. For reasons not yet known, the Mayans abandoned most of their cities between A.D. 800 and 900.

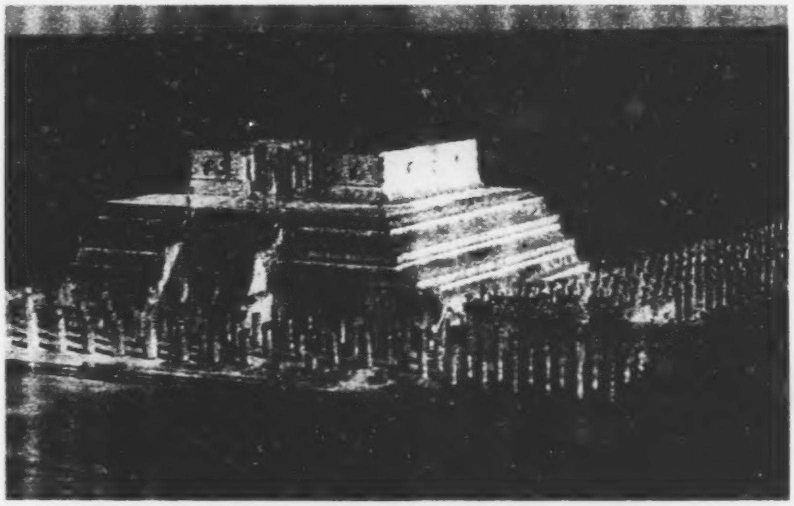
Mayan Contributions to Civilization

Science, Mathematics, Books, and Architecture

The Mayans studied and observed the movement of the stars and the heavenly bodies. They recorded eclipses and developed a very accurate calendar. Based on careful observations of the planets, sun, and moon, Mayan astronomers estimated a year contained 365.2420 days. Their calendar was only .0002th of a day too short.

The Mayans developed a writing system and a mathematical system that used zero. Their first writing system used pictures. Later they developed characters called *phonograms* that represented sounds. Phonograms were written on sheets of paper made of tree bark and folded to form pages. These were the first books ever made in the Western Hemisphere.

The advances in architecture are seen in the remains of many of their tall pyramids. The Mayan pyramids were the tallest structures in America until the Flatiron Building, a skyscraper, was built in New York City in 1903.



The Temple of the Warriors, built on top of a pyramid, got its name from decorations on nearby columns that have reliefs of men in battle dress.

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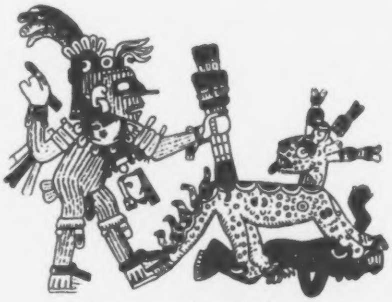
The Aztecs (A.D. 1200s-1500s)

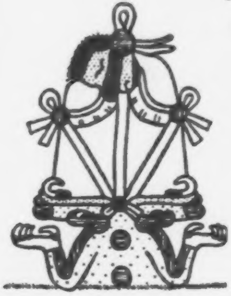
The Aztecs were a fierce, warlike people who settled in Mexico's Central Plateau. In the 15th century, they built a great empire by **conquering** other civilizations and forcing them to pay tribute. Borrowing from earlier civilizations, the Aztecs learned to be skilled builders. They built their capital city of Tenochtitlan in the middle of a lake. As many as 300,000 Aztecs lived in this city. Tenochtitlan had great gardens, palaces, and markets. The emperor and his family lived there. Stone bridges known as causeways were constructed to connect their capital city to the mainland. Like other civilizations in the Americas, they built huge stone pyramids as temples in their cities.

Aztec Religion

The Aztecs worshipped many gods. Their chief god was the sun god. Aztec priests believed that their sun god demanded human **sacrifices** in order to survive. Without a daily diet of a human heart, their sun would not rise again. To provide enough humans to be sacrificed to their god, the Aztecs were constantly at war with their neighbors. Most of the human sacrifices were those captured in war, but sometimes families offered one of their family members as a sacrifice to their sun god.



Aztec sun god and a jaguar



Aztec sacrifice

Aztec Society

The emperor and his family were part of the upper class in Aztec society. The priests and noble classes chose him to lead their people in war. Priests were extremely important in Aztec society. They led religious ceremonies, kept historical records, and schooled the children of the nobility. Nobles were the government officials and often governed the conquered provinces in the empire. The warrior class was the next highest class in Aztec society. However, the majority of the people were the common people, most of whom were farmers. At the bottom of society were slaves, prisoners of war, and criminals.

The Conquistadors

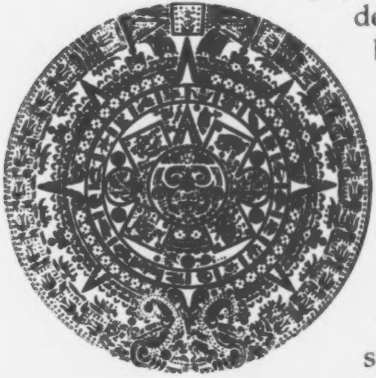
After Europeans discovered the Americas, Spanish adventurers known as **conquistadors** (conquerors) began exploring this "New World." In 1519, Hernán Cortés and a band of soldiers attacked the Aztec capital city of Tenochtitlan. He and his soldiers defeated the Aztec ruler Montezuma. The conquistadors successfully defeated the larger Aztec armies because they had horses, guns, and armor, which were unknown to the Aztecs. Cortés also won the support of the neighboring tribes that had been conquered by the Aztecs. By 1521 the Spanish destroyed the city of Tenochtitlan. The victory of Cortés over the Aztecs marked the end of Aztec rule in Central America and the beginning of Spanish rule in the Americas.

Aztec Contributions to Civilization

Technology, Medicine, Architecture, and Sculpture

The Aztecs were the most advanced civilization in middle America at the time of Cortés. They did not **originate** much of their advanced knowledge. When the Aztecs invaded a region, they took over the culture of earlier advanced people and adopted their ways. From the Mayas, they learned how to determine the solar year accurately.

Religion was of great importance in the life of the Aztecs. Aztec priests used herbs and other medicines to treat fevers and wounds. Aztec physicians could set broken bones and treat dental cavities. They also prescribed steam baths as cures for various ills, a therapy still in use today.



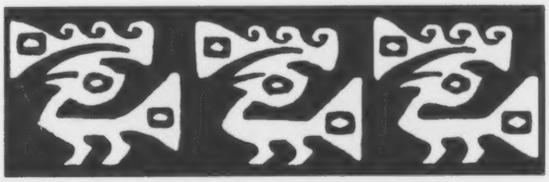
Aztec sun stone

In architecture and sculpture, they gave their best efforts to building and decorating huge temples. They used picture writing and number symbols to record religious events. Although they were excellent traders, they had no money system. Instead, they used a system of barter to trade goods.

The Incas (A.D. 1200s-1500s)

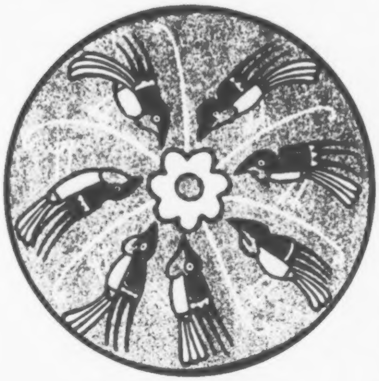
Another advanced American civilization developed far to the south in the Andes Mountains along the Pacific coast. The Incas built their capital city, Cuzco, high in the mountains of what is today the South American country of Peru. The Incan civilization began as a small group of herders who **domesticated** and raised llamas. In 1438, the Incan warrior Pachacuti, conquered the neighboring tribes and declared himself emperor. He extended Incan rule from Ecuador in the north to Chile and Argentina in the south. The empire he created included people of many diverse cultures and 20 different languages. This empire eventually grew to become a powerful empire that stretched over 2,000 miles through coastal deserts, dry highlands, fertile river valleys, and rain forests. Most of the Incas lived in the Andes and had to adjust to living in high altitudes. Their capital city Cuzco was almost 12,000 feet above sea level.

Like other advanced civilizations in the Americas, the Incas were great builders. From earlier civilizations they learned how to build large stone buildings. They also built a 14,000-mile system of roads to connect their growing empire. Their roads ran through the highest mountains as well as the deserts. The Incas also built hundreds of bridges across rivers and cut tunnels through hillsides. These roads allowed the Incan armies and news to spread quickly through the empire. Runners stationed at various **provinces** in the empire could quickly carry important news from one part of the empire to the other.


Inca bird motif—a motif is a recurring or repeated shape

Like the Maya and the Aztec, the Incas created a strong government, too. The Incan Empire had as many as 16 million people. This huge empire was divided into provinces. The Incan emperor ruled his empire from the mountain capital of Cuzco. He closely regulated the lives of the common people. The Incan people believed that their emperor was descended from the sun god. All the land and wealth of the Incan empire was owned by the emperor. He distributed the land to the common people in the empire and closely regulated the growing and **distribution** of food. Such foods as potatoes and *quinoa*, a protein-rich grain, were important parts of the Incan diet. To unite his diverse empire, a single language called *Quechua* became the official language of the Incan Empire. All the citizens of the empire were expected to speak this language and learn Incan ways.

Local rulers were permitted to rule the conquered provinces of the empire as long as they remained loyal to the Incan government. The Incan government demanded **tribute** from its citizens in the form of labor. Citizens were expected to work on public works projects for the government for a certain number of days every year. Citizens were also expected to work on irrigation systems, roads, or palaces.



Inca bird circle

The Incas had no formal system of writing. Special officials kept records of births, deaths, crop production, and taxes on a **quipu**, a collection of knotted, colored cords. History and literature were memorized and passed down from generation-to-generation.

Inca Religion

Like the other civilizations in the Americas, the Incas were **polytheistic**. They worshipped their ruler as a god, believing he was a descendant of the sun god. The Incas also worshipped nature spirits. Incan priests served the gods by celebrating religious festivals. Young women known as the *chosen women* were selected by the priests to devote their lives to religious service. They were trained in the skills and duties needed to serve the sun god. Food and animals were typical sacrificial offerings, but it is believed that human sacrifices were also made during special events.

Decline of the Inca

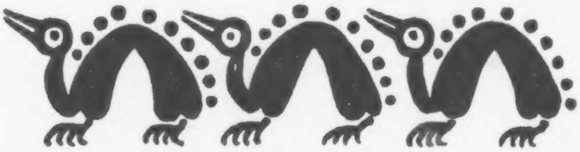
Cortés's success in his conquest of the Aztecs inspired other Spanish conquistadors to seek their fortune in the Americas. In 1531 the Spanish explorer Francisco Pizarro discovered the Incas at a time when the Incan Empire was weakened by a civil war. Helped by rival Indian tribes, he and his army captured an Incan city and Atahualpa, the Incan emperor. He and his army killed thousands of Incans. The Spanish demanded a huge ransom for the safe return of Atahualpa. Although Atahualpa gave Pizarro enough gold and silver to fill up an entire room, the Spanish killed him. Pizarro eventually captured the capital city Cuzco in 1533. The Incas rebelled against the Spanish for many years but were unable to defeat them.

Incan Contributions to Civilization

Agriculture, Architecture, Art, and Medicine

The Incas made use of advanced methods of agriculture. To survive in their dry and mountainous land, they built irrigation systems for watering and developed special methods of farming. To prevent erosion, the Incas also invented a technique known as *terraced farming*. Farmers plant their crops on level strips of land dug into the steep slopes of mountainsides.

The Incas were also master builders. They built temples from huge blocks of stone, some of which weighed up to 200 tons each. They fitted stone blocks together tightly without cement or mortar. Many of their temples and other stone buildings withstood centuries of earthquakes and some still stand today.



Inca bird motif

The Incas were also excellent artisans and craftsmen. The Incas believed that gold and silver were sacred objects that should be used to give glory to their gods. They designed beautiful gold statues and ornaments of the finest quality and decorated the walls of their temples with sheets of gold. Their gold statues and ornaments are among the finest ever produced.

In the field of medicine, the Incas made many advancements as well. The Incas learned to treat malaria with quinine, a substance made from bark. They performed brain surgery, bone operations, and amputations. They operated on the skull to relieve swelling caused by wounds and used herbs as antiseptics.

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Practice

Answer the following using complete sentences.

1. Which Mesoamerican civilization lasted the longest? ____________

    ____

2. Which civilization had the most highly developed form of government? ______________________________

    ____

3. How were the religions of these four civilizations similar? ________

    ____

    ____

    ____

    ____

    ____

4. What made it possible for the conquistadors to defeat the larger Aztec armies? ______________________________

    ____

    ____

    ____

    ____

    ____

5. What were two contributions to civilization of the Olmecs? ______

____

____

____

6. What were two contributions to civilization of the Mayans? ______

____

____

____

7. What were two contributions to civilization of the Aztecs? ______

____

____

____

8. What were two contributions to civilization of the Incas? ______

____

____

____

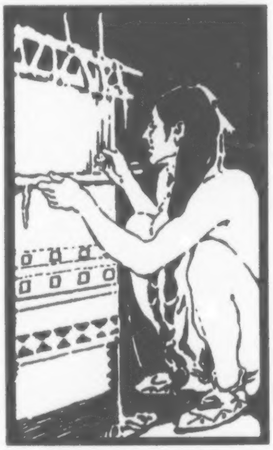
Review

Many civilizations arose on Africa, the second largest continent in the world. The African kingdoms of Ghana, Mali, and Songhai prospered between A.D. 300 and 1600. A powerful king ruled Ghana. Society in Ghana was composed of different clans. The king settled the disputes between the clans and appointed governors to rule different parts of the kingdom. Ghana's economy was based on agriculture and trade. The government became wealthy by taxing goods that passed through Ghana.

The Kingdom of Mali began in the 13th century. It had a strong economy based on gold, ivory, cattle, and cotton. The kings of Mali converted to Islam. One of the greatest rulers of Mali, Mansa Musa, went on a pilgrimage to Mecca with 60,000 men. After Mansa Musa's death in 1337, his empire declined. Among the groups struggling for power was the Songhai.

The Songhai eventually gained power when the Mali rulers were defeated. Their great king, Sonni Ali, was extending his empire at about the same time that Columbus was discovering America. Askia the Great, a Muslim, ruled the Songhai kingdom at the height of its power. The city of Timbuktu became the center of Islamic culture and learning.

Many diverse civilizations also developed in the Americas. In North America many diverse Native American cultural groups flourished. The cultures they developed were influenced by their unique environments. There were 10 culture areas that included the Arctic, Subarctic, Northwest Coast, California, Great Basin, Plateau, Southwest, Great Plains, Eastern Woodlands, and Southeast. Early Americans mainly lived by hunting and gathering and eventually learned to plant and harvest crops.


Southwestern Native American weaving

In Middle America or Mesoamerica (Mexico and Central America), several great civilizations also flourished. The Olmecs developed an advanced civilization best known for building pyramid-shaped temples and enormous carved stone heads. Their cities became the center of religious worship. They developed a system of writing, a calendar, and a counting system. The Mayan civilization developed in Southern Mexico through Central America. Their

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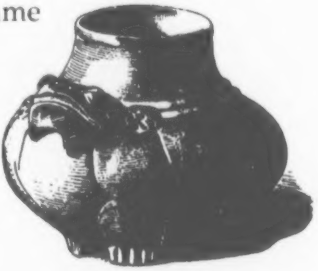
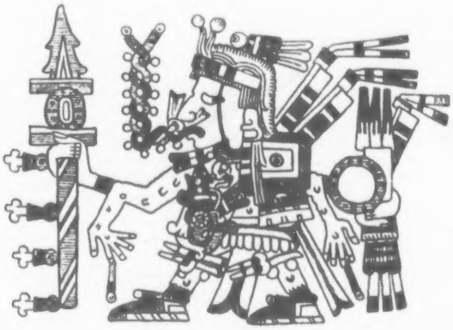
advanced civilization built large cities which became the center of trade, government, and religious worship. They believed that the heavenly bodies in the sky were gods and could determine everything that happened on Earth. The Mayas' main achievements were the development of an accurate calendar, a writing system, architecture, and a mathematical system that used zero.


Mayan pot

The Aztecs were a fierce, warlike people who flourished in Mexico's Central plateau. They conquered rival tribes and forced them to pay tribute. Skilled architects and builders, they built their capital city Tenochtitlan in the middle of a lake. Like other civilizations in the Americas, they built huge stone pyramids as temples in their cities. The Aztecs worshipped a sun god that demanded human sacrifice. The Aztecs used those captured in war as human sacrifices to their sun god.

The Aztecs had a rigid social structure. The emperor and his family and priests were part of the upper class in Aztec society. Nobles governed the Aztec provinces. The majority of the people were farmers and members of the common people. At the bottom of society were slaves, prisoners of war, and criminals. The Aztecs did not originate most of their advanced knowledge. They learned much of their knowledge from the people who they conquered. Hernando Cortés, a Spanish conquistador, conquered the Aztecs. He was able to defeat their armies because he had horses, guns, and armor, which were unknown to the Aztecs.


Aztec warrior

The Incas were an advanced civilization that developed in the Andes Mountains of South America. The Incas built a huge empire that stretched over 2,000 miles. The Incas created their empire by absorbing rival Indian tribes into their empire. Their capital city Cuzco was located in the Andes Mountains almost 12,000 feet above sea level. The huge Incan Empire was connected by an efficient system of roads. Runners quickly carried news from one part of the empire to the other.

The Incan emperor was a god-king who exercised complete authority over his people. The Incas also worshipped nature spirits. The Incas learned to adapt to their harsh climate by developing irrigation systems and special methods of farming in their mountainous environment. They were also master builders who built massive temples and buildings with huge blocks of stone that weighed up to 200 tons each. The talented Incas were also excellent artisans and craftsmen. They designed beautiful gold and silver ornaments. The Incas were also advanced in the field of medicine.

Francisco Pizarro, a Spanish conquistador, attacked and defeated the Incan Empire. Like Cortés, he was able to overpower the Incan armies with the help of other Indian tribes. He held the Incan emperor Atahualpa for ransom and killed him, even after the Incans gave him a room full of gold and silver. Although the Incas rebelled against the Spanish for many years, they were unable to defeat them. The Spanish eventually conquered most of the Americas and created a Spanish empire.

Practice

Answer the following using complete sentences.

1. Who was Mansa Musa? ____

____

____

____

2. What group came into power when the Mali rulers were defeated?

____

3. Name the 10 Native American cultural groups found in North America. ____

____

____

____

4. Why did each Native American cultural group develop a district culture? ____

____

____

____

____

____

5. Name three civilizations that flourished in the Americas during the Middle Ages.

6. Who conquered the Aztecs?

7. Where in South America did the Incan civilization develop?

8. Who conquered the Incan Empire?

Practice

Match each definition with the correct term. Write the letter in the line provided.

______ 1. grow, prosper, achieve success

______ 2. the delivery of an item or items to others

______ 3. name for Spanish explorers who claimed lands in the Americas for Spain

______ 4. one of the parts a country is divided into; territory

______ 5. scientist who studies ancient peoples and their cultures

______ 6. unlike or different

______ 7. overcome or take control

______ 8. believing in many gods

______ 9. the offering of something of value to a god as an act of worship

______ 10. forced payment to conquerors

______ 11. any object made and used by humans

______ 12. a distinct way of life determined by environment

______ 13. a mound built over the dead

______ 14. to adapt the behavior of an animal to the advantage of humans; to tame

______ 15. knotted colored cords for recording events and keeping accounts

______ 16. to bring into being; invent

A. archaeologist

B. artifact

C. burial mound

D. conquer

E. conquistador

F. cultural differentiation

G. distribution

H. diverse

I. domesticate

J. flourish

K. originate

L. polytheistic

M. province

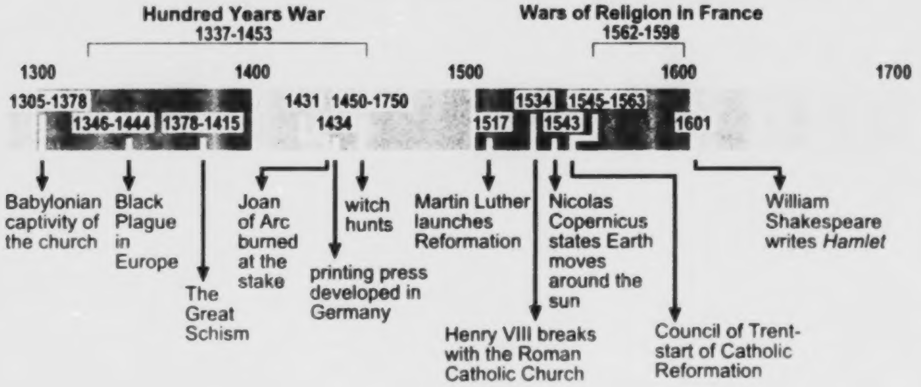
N. quipu

O. sacrifice

P. tribute

Unit 11: The Renaissance and the Reformation (1300s-1600s)

Timeline of the Renaissance and the Reformation


Hundred Years War
1337-1453
Wars of Religion in France
1562-1598
1300
1400
1500
1600
1700
1305-1378
1346-1444
1378-1415
1431
1434
1450-1750
1517
1534
1543
1545-1563
1601
Babylonian captivity of the church
Black Plague in Europe
The Great Schism
Joan of Arc burned at the stake
printing press developed in Germany
witch hunts
Martin Luther launches Reformation
Henry VIII breaks with the Roman Catholic Church
Nicolas Copernicus states Earth moves around the sun
Council of Trent- start of Catholic Reformation
William Shakespeare writes *Hamlet*

This unit emphasizes the causes and results of the Renaissance and the Reformation.

Unit Focus

- events which caused the Renaissance, the Reformation, and the Counter Reformation
- important people of the Renaissance and their contributions
- important people of the Reformation and their contributions
- role of the Church during the Reformation
- causes and effects of the Black Death

Vocabulary

Study the vocabulary words and definitions below.

alliance	an agreement between two or more countries, groups, or people to work together in doing something
anti-Semitism	hostility toward or prejudice against Jews
depose	to force someone to leave a position of authority
expel	force out
ghetto	separate section of a city where members of a minority group are forced to live
massacre	a brutal, bloody killing of many people or animals
nation-state	a country with set boundaries usually ruled by a monarch (a king or queen)
nationalism	strong support for the survival, success, and self-rule of one's country and culture
persecution	unfair and cruel treatment of a person or group
plague	a very serious disease that spreads quickly among the people in an area
protest	to object to; to speak out against

Renaissance	a French word meaning rebirth that refers to a period of many cultural achievements in Europe
scapegoat	a person blamed for the mistakes of others
superstition	a belief based on ignorance or fear
suspicious	distrustful
symptom	a sign of something
throne	the symbol of royal power or authority
tolerance	respect for the opinions or practices of others
tragedy	a sad or dreadful event

The Renaissance and the Reformation (A.D. 1300-1600)

The Effects of the Crusaders

The Middle Ages, covered in Unit 8, spanned the 1,000-year period from the fall of Rome in the fifth century to the end of the Crusades at the beginning of the 14th century.

Throughout the Middle Ages, two movements of importance were taking place in Europe. On one hand, the Roman Catholic Church was gaining more authority over the people. On the other hand, kings were unifying their people as the feudal system gave way to the rise of centralized governments. Both movements were a result of the Crusades.

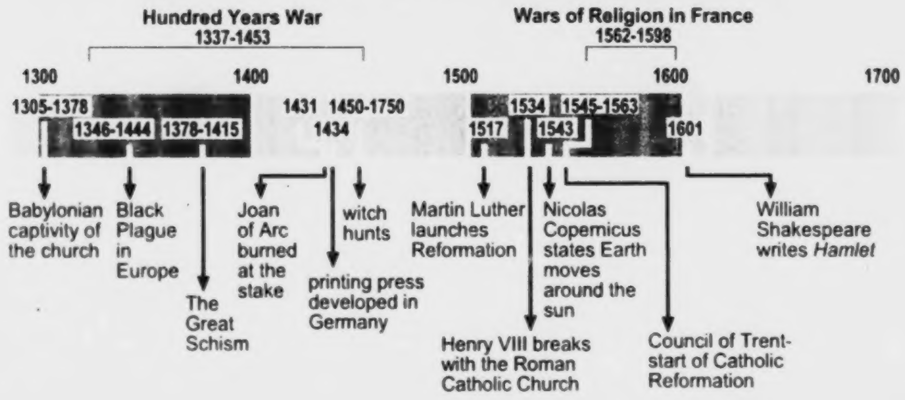
The Crusades were a unifying factor because they brought the people, their leaders, and the church together against a common enemy, Islam.

When the Crusaders returned from the Middle East they brought new ideas with them. These new ideas were to have a major effect on the history of Europe.

The Renaissance

The period of time that followed the Middle Ages was known as the **Renaissance**. Renaissance is a French word meaning *rebirth*. The people of Europe entered a period of time when art, literature, and the sciences were studied throughout the continent. Some of the popes and kings of the period encouraged these interests in their people.

Timeline of the Renaissance and the Reformation


Hundred Years War
1337-1453
Wars of Religion in France
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1400
1500
1600
1700
1305-1378
1346-1444
1378-1415
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1450-1750
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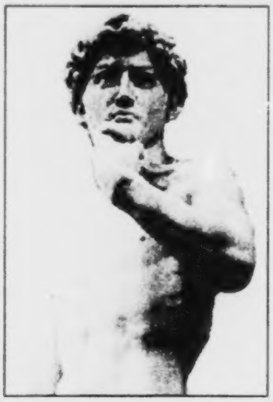
Babylonian captivity of the church
Black Plague in Europe
The Great Schism
Joan of Arc burned at the stake
witch hunts
printing press developed in Germany
Martin Luther launches Reformation
Henry VIII breaks with the Roman Catholic Church
Nicolas Copernicus states Earth moves around the sun
Council of Trent- start of Catholic Reformation
William Shakespeare writes Hamlet

Even though the Renaissance affected life in all of Europe, its roots lay in Italy. While Spain, France, and England were developing into nations of people with common interests, Italy remained a divided system of city-states. Each city-state was ruled by a rich and powerful family. Located in central Italy were the Papal States, given to the pope by the early kings of France, Clovis and Charlemagne.

The Renaissance began in northern Italy. Wealthy families who ruled the Italian city-states used new ideas which were brought to Europe by returning Crusaders to create new art, sculpture, and literature. In addition, some of the great universities of learning were located in Italy. It was at these universities that new ideas in science and mathematics were tested.

The chart on the following page shows some achievements of the Renaissance Period in art, literature, and science.



David *by Michelangelo shows his original interpretation of the story of David and Goliath. The colossal figure represents David posed waiting for the approaching Goliath, instead of the usual interpretation of Goliath's head at David's feet. The statue is 18 feet high.*

In 1514, Pope Leo X appointed Raphael chief architect of Saint Peter's Cathedral *in Rome.*

	Name	Achievement
Art	**Leonardo da Vinci** (Italian)	painter, sculptor, architect, engineer; possibly the greatest genius of all time—drew famous sketches of flying machines, engines, humans; painted the *Mona Lisa* and the *Last Supper*
	Michelangelo (Italian)	sculptor, painter, architect; painted the Sistine Chapel in the Vatican in Rome while lying on his back—took four years; sculpted the beautiful marble statues of *David* and the *Pieta*
	Raphael (Italian)	painter, architect; chief architect of St. Peter's Cathedral in the Vatican; famous for painting madonnas
	Rembrandt (Dutch)	greatest of the Dutch painters; famous for his ability to capture his subjects' expressions on canvas
	Jan Van Eyck (Flemish)	credited with inventing oil paints; famous for the Ghent altarpiece—comprised more than 250 figures in 20 panels; noted for his remarkable realism
Literature	**Dante** (Italian)	Italy's greatest poet; author of the *Divine Comedy*—an account of the poet's travels through hell and purgatory, and his final glimpse of heaven
	Petrarch (Italian)	poet; told how man felt about life; achieved great fame from the *Canzoniere*—sonnets inspired by love
	Sir Thomas More (English)	statesman, writer, saint; executed for refusal to take the oath of supremacy recognizing Henry VIII as head of English Church; best-known work is *Utopia*—description of an ideal society
	Chaucer (English)	one of the first English poets to establish English as a literary language; *Canterbury Tales* is one of his more famous works
	Cervantes (Spanish and Italian)	novelist, playwright, a major figure of Spanish literature; wrote *Don Quixote*—told about a simple man's search for chivalry at a time when chivalry was dying
	Shakespeare (English)	poet, playwright, actor manager; one of the giants of world literature; wrote *Julius Caesar, Macbeth, Romeo and Juliet,* and many other great plays and poems
	Machiavelli (Italian)	statesman, political theorist; wrote *The Prince*—ironically describing how a ruler maintained power at any cost
Science	**Gutenberg** (German)	printer; considered the inventor of the printing press—allowing information to be presented to a much greater number of people
	Copernicus (Polish)	astronomer; developed the sun-centered (heliocentric) theory of the universe—Earth revolved around the sun

Practice

Use pages 329-331 to complete the following outline.

I. The Renaissance

A. French word meaning ____________________

B. A period of time when ____________________,

____________________, and the ____________________

were studied

C. The roots of the Renaissance lay in ____________________

1. Unlike some other European countries,

____________________, remained divided into

____

2. Major reasons the Renaissance occurred in

northern ____________________

a. New ideas were brought back by returning

____________________, who reached northern

Italy first

b. ____________________ used these new ideas

c. New ideas in science and mathematics were tried out

at ____________________

II. Achievements of the Renaissance

A. Artists and achievements

1. Leonardo da Vinci: famous sketches of

____________________, ____________________

____

2. Michelangelo: painted the ____________________

____

____

____

3. ____________________ : chief architect of St. Peter's

Cathedral in the Vatican

4. Rembrandt: famous for ability to

____

____

5. ______________________________: invented oil paints

B. Writers and their works

1. Dante: ______________________________
2. Petrarch: ______________________________
3. ______________________________: *Utopia*
4. Chaucer: ______________________________
5. Cervantes: ______________________________
6. ______________________________: *Macbeth*
7. Machiavelli: ______________________________

C. Scientists and their achievements

1. ______________________________: printing press
2. Copernicus: ____________________-centered theory of the universe

3. Other scientific achievements:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

Practice

To understand the **accomplishments** *of the* **Renaissance artists**, *one must see their works. Use the school library and/or the Internet to locate* **pictures** *of the* **works of art** *listed below. Write the name of the* **book** *and* **page number** *or the* **Web-site address** *where you found the picture. Then write a* **brief description** *of each work.*

1. Sketches by Leonardo da Vinci

   Book: ______________________________

   Page: ______________________________

   Description: ______________________________

   ____

   ____

   ____

2. The statue of *David* by Michelangelo

   Book: ______________________________

   Page: ______________________________

   Description: ______________________________

   ____

   ____

   ____

3. The ceiling of the Sistine Chapel by Michelangelo

Book: ______________________________

Page: ______________________________

Description: ______________________________

____

____

____

4. The painting *Night Watch* by Rembrandt

Book: ______________________________

Page: ______________________________

Description: ______________________________

____

____

____

5. The painting of the *Mona Lisa* by Leonardo da Vinci

Book: ______________________________

Page: ______________________________

Description: ______________________________

____

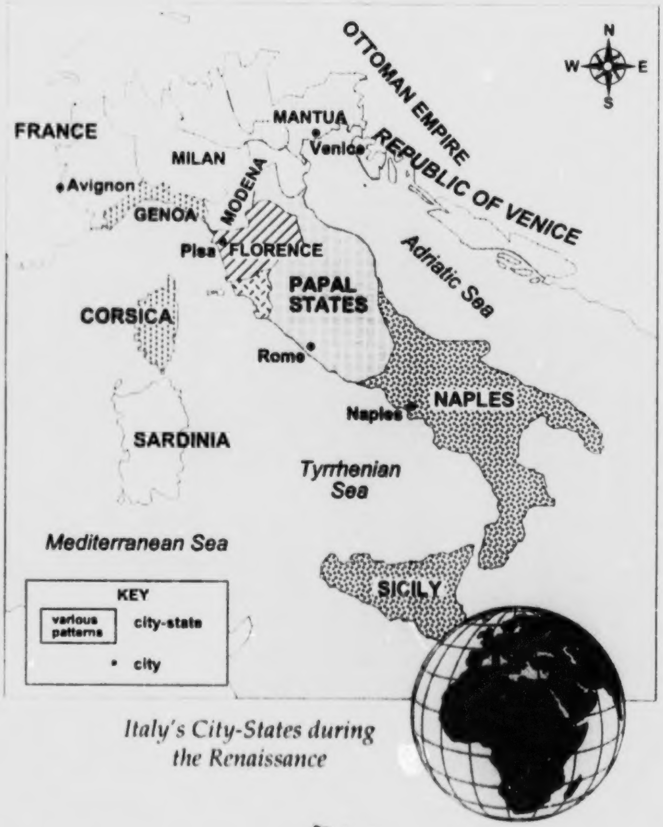
____

____

Political Problems in Italy

During the Renaissance, Italy found itself involved in civil disorder, while the rest of western Europe was entering a period of **nationalism**. Nationalism means the creation of **nation-states** in which the people have strong ties or allegiances to the government based upon common interests. Unlike other nation-states, the Italian city-states were unable to unite.

Rather than unite, the Italian city-states fought among themselves. At various times, in order to maintain a balance of power, a city-state would develop an **alliance** with a foreign country. Alliances did not usually last too long. In fact, it can be said that alliances were made to serve the interest of a particular city-state at a given time. Alliances were broken when the ruler decided it was in his best interest to do so. The system of alliances, which did not allow one country to become too powerful, was to be an important feature of European politics for hundreds of years to come.


N
W
E
S
OTTOMAN EMPIRE
REPUBLIC OF VENICE
FRANCE
MANTUA
Venice
MILAN
Avignon
GENOA
MODENA
Pisa
FLORENCE
Adriatic Sea
PAPAL STATES
CORSICA
Rome
NAPLES
Naples
SARDINIA
Tyrrhenian Sea
Mediterranean Sea
SICILY
KEY
various patterns
city-state
• city

Italy's City-States during the Renaissance

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Practice

Answer the following using complete sentences.

1. What is nationalism? ________________________________

2. What is an alliance? ________________________________

3. Why were alliances made and broken during the Renaissance period in Italy? ________________________________

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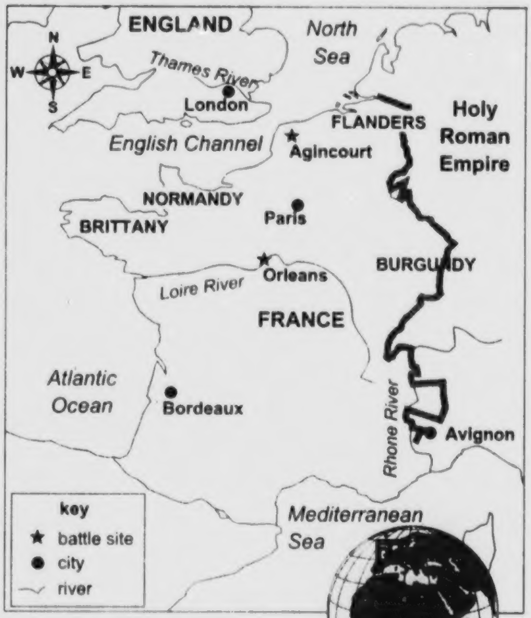
The Hundred Years' War


ENGLAND
North Sea
N
W
E
S
Thames River
London
English Channel
FLANDERS
Holy Roman Empire
Agincourt
NORMANDY
BRITTANY
Paris
BURGUNDY
Orleans
Loire River
FRANCE
Atlantic Ocean
Bordeaux
Rhone River
Avignon
Mediterranean Sea
key
★ battle site
● city
river

The Hundred Years' War

From 1337 to 1453, England and France were fighting a war. This war came to be known as the *Hundred Years' War*. The Hundred Years' War was actually a series of battles fought between 1337 and 1453.

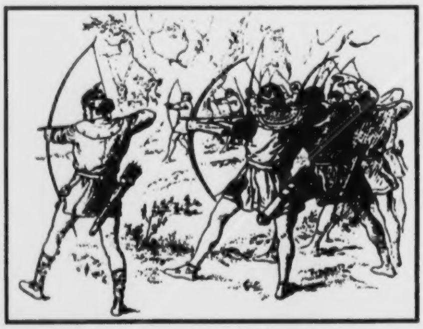
The Hundred Years' War began when the English king, Edward III, claimed that he should be the king of both France and England. He made this claim because his mother was the daughter of the French king's grandfather. Philip VI, king of France, understandably opposed Edward's desire to take his **throne**.

France invaded English territory located in southern France. England then invaded northern France. At first, England had some advantages:

- France was poor.
- Many Frenchmen were against the war.
- Philip VI, king of France, was not well-known to his people. Many felt that Edward III of England should be the king.
- The English used better weapons and tactics. The French used older weapons. Wearing metal armor made their movement slow. The English archers used the longbow, a type of bow drawn by hand. The French had no defense against the longbow.

By 1360 the English had come to the gates of Paris, the capital of France. It was in this year that the peace treaty called the *Treaty of Brétigny* was signed. The English king, Edward III, gave up his claim to the French throne. In return, England was given the right to rule over lands in the north and southwest of France.

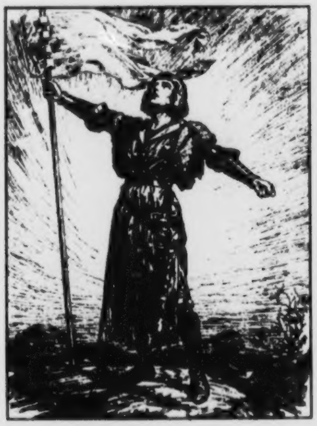
Agincourt


soldiers using the longbow

The peace did not last long. The two sides, each with new kings, continued to battle each other. In 1415 at the Battle of Agincourt, the English **massacred** the French. Marching across a muddy field, the French knights, wearing full armor, became stuck in the mud. Outnumbered, the English used the longbow for which the French had no defense. Over 5,000 Frenchmen were killed, while only 100 Englishmen died. Over 1,000 Frenchmen were taken prisoner.

The result of the Battle of Agincourt was very bad for the French (see map on page 340). They had to accept the fact that their next king was going to be English. This was written into the Treaty of Troyes in 1420.

Joan of Arc


Joan of Arc

The English armies were successful for the next few years. Then, in the late 1420s, a new leader of the French rallied the French troops. This new leader was a woman named Joan of Arc. She told the French that voices from heaven had inspired her to help them. At the Battle of Orleans in central France, the French soldiers behind Joan of Arc defeated the English (see map on page 340).

The Battle of Orleans was the turning point in the Hundred Years' War. After the victory, Joan convinced Charles VII to reclaim the throne of France. Events after the Battle of Orleans were a disaster for the English. The French won back most of the land lost to the English after the Battle of Agincourt. By 1453 the Hundred Years' War was over. The English were driven from most of France. Eventually, Joan of Arc was captured by the English and burned at the stake. Five hundred years later, the Catholic Church made her a saint.

Practice

Number the **events** *of the* **Hundred Years' War** *in the* **order** *in which they happened.*

__________ 1. France and England, with new kings, started fighting again.

__________ 2. The king of England, Edward III, claimed he should rule both France and England.

__________ 3. The Treaty of Troyes was signed, giving the king of England power to rule France.

__________ 4. The Hundred Years' War ended.

__________ 5. France invaded English territory located in southern France.

__________ 6. The French knights were massacred at the Battle of Agincourt.

__________ 7. The Treaty of Brétigny was signed.

__________ 8. Charles VII reclaimed the throne of France.

__________ 9. Joan of Arc rallied the French troops.

__________ 10. At the Battle of Orleans, the turning point of the war, the French defeated the English.

__________ 11. Most of the land lost to the English was won back by France.

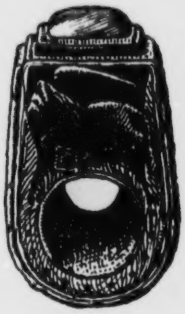
__________ 12. England invaded northern France.

The Church Crisis

Visitors to the city of Avignon in the south of France can visit a large and beautiful palace, called the *Palace of the Popes*. It was at the Palace of the Popes that a very important event in the history of the Roman Catholic Church took place. This event was called the *Great Schism*. It took place at a time when there were as many as three opposing people ruling the Roman Catholic Church. The events, described below, that led to the Great Schism illustrate how the authority of the Church weakened while the authority of the kings increased.

During the years between 1294 to 1449, the Roman Catholic Church, led by the pope, was having difficulty. The problem concerned who should have more power: the pope or the kings.

Pope Boniface VIII, who ruled the Church from 1294 to 1303, wanted to stop the king of France, Philip IV, and the king of England, Edward I, from gaining more control over the Church. Pope Boniface said that Church officials could no longer pay taxes to the kings without the pope's permission.


papal ring

Philip IV and Edward I were very upset. In England, Edward I told the Church officials that they were no longer allowed to take part in the government. The English Church officials did not want to lose their power in the government of England. So, instead of paying taxes, the Church leaders gave *gifts* to the king. Now, Edward I once again said that they could be part of the government.

In France, Philip IV reacted to the pope's order by no longer allowing gold and silver to leave France. The result of this restriction was to lessen the amount of money received by the pope. This was serious because in Renaissance times, money bought power.

Pope Boniface died when French troops attempted to kidnap him. A Frenchman was then elected pope shortly after the leaders of the Italian city-states began to fight with each other. Some were helped by the French king, and some were helped by the Austrian emperor. While this was going on, the French king decided that the future popes were in too much danger.

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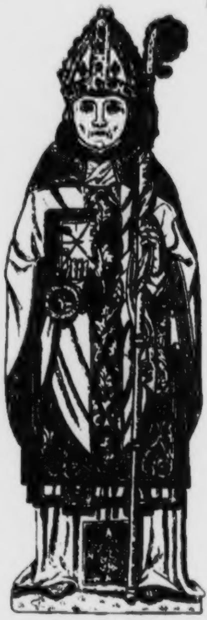
The Avignon Popes

In 1305 the new pope, Clement V, moved the papal court to Avignon in France. There it remained for about 70 years under the control of the French king. This period of history is called the *Babylonian Captivity of the Church.* It was named after the time when the ancient Hebrews were captives in Babylon. The next six popes, all very loyal to the French king, stayed in Avignon until 1378 (see map on page 340). Because these popes were loyal to the French king, the Austrian emperor and the English king were unwilling to support the Church.


religious leader

In 1310 the Austrian emperor asked the pope to come back to Rome and form an alliance between the Papal States and Germany to be called the *Holy Roman Empire.* The pope refused. The emperor invaded Italy and claimed the entire Italian peninsula for the Holy Roman Empire.

Politically, Europe was in a sad state. England and France were fighting. The popes were no longer in Rome. The Austrian emperor invaded Italy and claimed it for Germany. The French lands in Italy were under German control. The leaders of the city-states were fighting each other and forming alliances with France and Germany, whichever best suited their interests at the time. Catholics in England, Germany, and Italy were giving money to the Church, which was now controlled by the French. Their leaders did not like this at all. By 1378 things began to calm down. The pope, Gregory XI, decided it was safe to return to Italy.

Pope Gregory died in Rome in 1378. The next pope chosen by the College of Cardinals was Urban VI. Cardinals are the highest ranking members of the Roman Catholic Church, just below the pope. When a pope dies, the cardinals meet to select a new pope. Cardinals were usually members of wealthy families. As such, even cardinals had political loyalties. Sometimes these political loyalties were more important to some of the cardinals than their loyalty to the good of the Church.

The Great Schism

Pope Urban wanted to reorganize the Church. The French cardinals felt that Urban was favoring Germany, so they elected their own pope and back to Avignon they went. Thus, in 1378, there were two popes. This period of two popes is called the Great Schism. The Great Schism lasted for 37 years until 1415. During the Great Schism, European countries and the smaller kingdoms allied themselves according to their own interests at the time. The common people were confused because they did not know which pope to obey. They were afraid that if they obeyed the wrong one, they would have a terrible afterlife. So the Great Schism had a tremendous effect on all the people of Europe.

The situation in Europe went from bad to worse. In 1409 cardinals from Rome and Avignon met to end the Schism. They asked both popes to resign and elected a new pope. When both popes refused to resign, the Church found itself with three popes.

The Great Schism ended when cardinals at the Council of Constance in 1415 **deposed**, or removed, all three popes and elected Martin V.

Practice

Use the list below to complete the following statements.

Austrian emperor
English king
fighting
France
French
gifts
gold
government
Italy
kings
permission
pope
Rome
silver
six
taxes

1. Between the years 1294 and 1449, the major problem was about who should have more power: the ________________________ or the ________________________ .

2. Pope Boniface said that the Church officials could no longer pay ________________________ to the king without his ________________________ .

3. King Edward I of England told the Church that they could no longer take part in the ________________________ .

4. Instead of paying taxes, the English Church officials gave ________________________ to king Edward.

5. King Philip IV of France would not allow ________________________ and ________________________ to leave the country.

6. When the pope died, Italian city-states began ________________________ .

7. The new pope, Clement V, moved to ________________________ .

8. ________________ popes, all loyal to the
________________ king, stayed in France.

9. The ________________ and the ________________
were not happy to support the Church while the popes were in
France.

10. Because the pope would not return to ________________ in
1310 to form the Holy Roman Empire, the Austrian emperor invaded
________________ .

Practice

Use the list below to complete the following statements. One or more terms will be used more than once.

Avignon
Cardinals
Council of Constance
Germany
Great Schism
Gregory XI
Holy Roman Empire
Martin V
pope
resign
Rome
Schism
three

1. The Austrian emperor claimed the entire Italian peninsula for the

   ______________________ .

2. Pope ______________________ returned to Rome and died in 1378.

3. Pope Urban was elected by the College of ______________________

   but the French cardinals felt he favored ______________________ .

4. The French cardinals elected their own ______________________ .

5. This period of two popes is called the ______________________ .

6. In 1409, cardinals from ____________________ and

   ____________________ met to end the ____________________ .

7. Cardinals asked both popes to ______________________ and they

   elected a new ______________________ .

8. The popes of Rome and Avignon refused to ____________________ ,

   so the Church had ____________________ popes.

9. At the ____________________ the cardinals deposed all three popes, ending the ____________________ .

10. The Council of Constance selected ____________________ to be the new pope.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a French word meaning rebirth that refers to a period of many cultural achievements in Europe

______ 2. strong support for the survival, success, and self-rule of one's country and culture

______ 3. an agreement between two or more countries, groups, or people to work together in doing something

______ 4. the symbol of royal power or authority

______ 5. a brutal, bloody killing of many people or animals

______ 6. to force someone to leave a position of authority

______ 7. a country with set boundaries usually ruled by a monarch (a king or queen)

A. alliance

B. depose

C. massacre

D. nation-state

E. nationalism

F. Renaissance

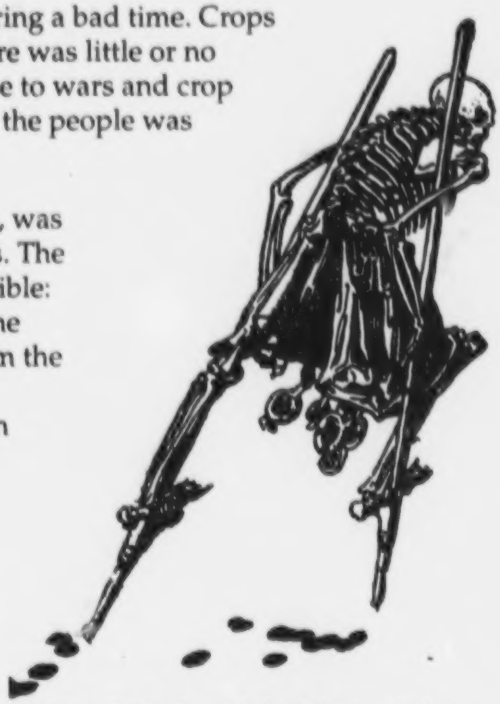
G. throne

The Black Death

The Italian city-states continued to fight each other. England, France, Spain, and Germany remained **suspicious** of each other. Many common people lost faith in the Church as a result of the bubonic **plague**, also known as the *Black Death*, which killed much of the population.

The bubonic plague hit Europe during a bad time. Crops failed due to the cold weather. There was little or no food and people were starving. Due to wars and crop failures, the economic condition of the people was poor.

The plague, which came from Asia, was carried by fleas on the backs of rats. The **symptoms** of the plague were horrible: hard tumors under the armpit or the groin, high fever, and bleeding from the lungs. Usually, a person with the plague suffered for three days, then died. The plague in Europe lasted from 1346 to 1444, striking different parts of Europe at different times. It caused the death of about 40 percent of all Europeans.



The Black Death almost halved the population of Europe in the mid-14th century.

People were frantic. **Superstitions** and religious prejudice about the origins of the Black Death were common. Witches, the devil, and God punishing the sins of the people were blamed. The idea that the plague was punishment for sins led to people marching in the street beating each other with sticks and whips to win forgiveness from God. One rumor blamed the European Jews. The Jews were accused of poisoning the town wells and were murdered. Many Jews fled eastward to Eastern Europe. People who survived lived for the moment, fearing they could be the next to die.

Many people lost respect for the Church. This happened in part because their prayers for the end of the plague were not answered.

Practice

Answer the following using complete sentences.

1. What is another name for the bubonic plague? ______________________

____

2. Describe conditions in Europe during the time of the Bubonic Plague. ____

____

____

____

3. What were the symptoms of the plague? ______________________

____

____

4. Who or what was blamed for the bubonic plague? ______________________

____

____

____

____

5. Why did many common people lose faith in the Church? ____________

____

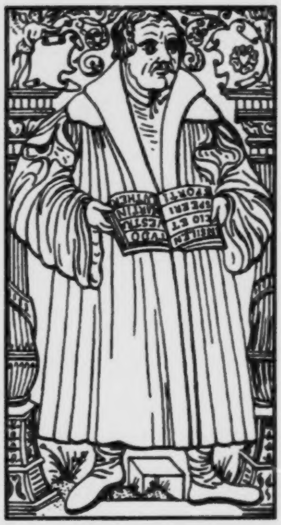
____

____

The Protestant Reformation

Luther

In the year 1517, a German Monk named Martin Luther nailed a piece of paper on a church door in Wittenberg, Germany. Written on this paper was a list of complaints against some of the activities of the Roman Catholic Church. He challenged the Church practice of granting indulgences—pardons for sins in exchange for donations to the church. Luther believed the Church was selling forgiveness as a way to raise money for the Church.


Martin Luther

Luther was not alone in his anger at the Church. People were angry at the Church. People blamed the Church for not providing strong leadership and spiritual guidance during the tragic events of the Black Death. Germans, Frenchmen, Spaniards, and Englishmen were upset that members of the College of Cardinals were almost all Italian. Most Europeans felt that the Church had become corrupt. They believed that the popes were more interested in gaining wealth and power than in reforming the Church. With all of this in mind, it comes as no surprise that many people supported Martin Luther.

In the time of Martin Luther, Germany was a Catholic country. Luther did a smart thing. He went to get help from powerful German princes. Many of the princes did not like the Holy Roman Emperor, Charles V of Austria, so they were more than happy to help Luther. Lutheranism gained a large following among the common people, and Luther received support from wealthy and powerful princes in Germany.

Very quickly, Lutheranism spread throughout Germany, especially in the north. From Germany, it spread to Scandinavia, the area containing the countries of Norway, Sweden, and Denmark.

In 1529, Luther stood before the Emperor, Charles V, and **protested**. Luther told him what he thought was wrong with the Church. This was the beginning of the Protestant movement. Meanwhile, the German princes who supported Luther formed a religious and military group to support the Lutheran cause.

Needless to say, the emperor was not very comfortable with the Protestant movement. Fighting in Germany broke out between Lutheran groups and Catholics supporting the Emperor. In 1555, peace was made. It was agreed that each German state within the empire could choose Catholicism or Lutheranism as the official religion. No other religion within each state would be tolerated.

Luther's teachings included the following:

- salvation could be achieved through faith alone
- good deeds were not necessary for salvation
- the Bible was the sole source of religious truth
- a priesthood of all believers, Christians with faith, did not need priests

Calvin

Luther was not the only one who started a protest movement against the church. John Calvin, a trained priest and lawyer from France, also complained about the Roman Catholic Church. Many people listened. Calvin even thought that the French king, Francis I, would help him, because the French king supported the Lutheran princes of Germany in their struggle against the Emperor. Calvin was wrong. The French king remained Catholic. Calvin left France and went to Switzerland. Switzerland eventually became a Calvinist country.

Calvin's teachings included the following:

- God was all-powerful, and people, by nature, were sinful
- predestination—God had already determined everything that will happen including who will be saved and who will be condemned
- live according to high moral standards
- salvation was gained by faith alone
- The Bible was the final authority in religious matters

The following events contributed to the success of the Protestant Reformation and greatly affected the Roman Catholic Church.

- There was corruption in the Church.
- The Church was involved in the politics of the countries.
- The **tragedy** of the Black Death caused many people to lose faith and respect for the Church.
- The Renaissance brought new ideas into Europe. People began to question old ideas. To many people, the Church represented old ideas.
- The Renaissance popes refused to reform the Church.
- The printing press, developed in 1514, helped the protest movement by quickly getting information to the people.
- The leaders of the protest movement were able to convince people of their true desire to reform the Church.
- The Church set out to reform itself.

Other protestant movements included the following:

- King Henry VIII of England broke with the Catholic Church in 1534 when the pope refused to grant him a divorce from his wife Catherine of Aragon. The king created the Anglican Church, also known as the *Church of England*, and made himself head of the Church.
- John Knox, a Scottish Protestant, brought Calvinist ideas to Scotland in the 1550s. His missionary work led to the creation of the Scottish Presbyterian Church.
- Ulrich Zwingli, a Swiss priest, led a protestant movement in Switzerland. Zwingli rejected many Catholic beliefs and practices. He wanted to establish a theocracy or church-run state in the Swiss city of Zurich.

Widespread Persecution

Persecution was widespread during this period. Intolerance, or lack of respect of the opinions or practices of others, was shown by both Catholics and Protestants. Catholics and Protestants also killed each other, and both persecuted other groups with different ideas.

Witch Hunts

In troubled times, people look for **scapegoats** or others to blame for their troubles. Many women were accused of being witches or agents of the devil, although some men also faced similar attacks. Thousands of accused women and men died in witch hunts between 1450 and 1750. During these times, most people believed in magic and spirits, and they also saw a link between magic and heresy. People accused of witchcraft were often social outcasts—beggars, poor widows, midwives, and herbalists. Most victims of witch hunts died in areas of religious conflict in the German states, Switzerland, and France.

The Counter-Reformation or Catholic Reformation

To defend itself against the Protestant Reformation, the Roman Catholic Church decided to begin a reform movement itself. The goals were to eliminate abuses in the Church and halt the spread of Protestantism. The pope convened a council of bishops called the *Council of Trent* at Trent, Italy to clearly define all Catholic teachings, especially those challenged by Protestants. The Church council put an end to the selling of indulgences and clergy members had to follow strict rules of conduct. The Church continued its teachings concerning the supremacy of the pope and the authority of the Church to interpret the Bible.

To further halt the spread of Protestantism, a new religious order known as the *Jesuits* was formed. Ignatius Loyola, its founder, organized a group of followers to spread Catholic teachings. The Jesuits preached to people, helped the poor, and set up many schools. Their missionary efforts helped the Church win new converts and retain the loyalty of Catholics throughout Europe.

Church courts also battled the spread of Protestantism by finding, trying, and judging those who preached heresy, especially Protestants. This became known as the *Inquisition* and was effective in stopping the spread of Protestantism in Italy and Spain (see Unit 13).

Jews and the Reformation

The Reformation brought hard times to the European Jews and increased **anti-Semitism** or hostility and prejudice against Jews. Unlike Spain, which had **expelled** or forced out its Jews in 1492, Italy allowed Jews to remain and work. However, pressure remained strong on Jews to convert. By 1516, Jews in Italy were forced to live in **ghettos**, separate sections of the city, sometimes walled off from the rest of the city.

Luther hoped that Jews would be converted to his teachings. When they were not, he asked for them to expelled from Christian lands. While some German princes expelled Jews, all German states restricted Jews to ghettos or required them to wear a yellow badge to travel outside the ghetto.

In the 1550s, Pope Paul IV changed the policy of Renaissance popes and restricted Jewish activity. Emperor Charles V of the Holy Roman Empire, who had supported the **tolerance** or respecting of the practices of Jews, banned the migration or movement of Jews to his colonies in the Americas. After 1550, many Jews migrated to Poland-Lithuania and to parts of the Ottoman Empire. Dutch Calvinists tolerated Jews and helped families who were forced out of Portugal and Spain.

Long-term results of the Counter-Reformation or Catholic Reformation included the following:

- Europe had a series of wars caused in part by religious differences
- the Catholic Church reclaimed some territories that had been under Protestant control, but large areas of Europe remained Protestant
- as the power of the Church declined, monarchs of Europe and nation-states gained power and religion no longer united Europe
- the Reformation and Counter-Reformation both encouraged the spread of education as the Protestant idea of reading the Bible and the Jesuits' building of schools and universities encouraged learning
- Protestants became divided into many different religious groups many of which exist today

Practice

Answer the following using complete sentences.

1. Name two leaders of the Protestant Reformation. ______________

    ____

2. Describe the reason why Luther challenged Church authority.

    ____

    ____

    ____

    ____

    ____

3. How did Luther's and Calvin's ideas about Christianity differ from those of the Roman Catholic Church? ______________

    ____

    ____

    ____

    ____

    ____

    ____

4. List the reasons the Protestant Reformation succeeded. ____________

5. What was the effect of the Protestant Reformation on the Roman Catholic Church? ____________

6. Why did Henry VIII break away from the Catholic Church? ______

7. What groups faced the greatest persecution during the Reformation?

8. Why were certain groups persecuted? ______

9. What strategies did the Catholic Church use to stop the spread of Protestantism? ____________________

____

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10. What were some long-term results of the Reformation? __________

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Review

Crusader

The Renaissance was the period of European history following the Middle Ages. This period saw a rebirth of interest in art, literature, and the sciences. The Crusades helped to usher in the Renaissance for two reasons. One, the Crusades united the people of Europe against a common enemy, Islam. Two, the returning Crusaders brought back with them new ideas from the Middle East.

Northern Italy was the birthplace of the Renaissance. The returning Crusaders stopped there first on their way back home. Wealthy merchants in Northern Italian city-states encouraged artists and scientists. Some of the great universities of Europe were found there as well.

Although Italy was the place where the Renaissance started, it did not develop in the way other European countries did during the Renaissance. While Spain, France, and England were developing into nations of people with united interests, Italy remained divided into city-states. These city-states fought among themselves and formed alliances against each other.

From 1337 to 1453, England and France fought a series of battles which came to be known as the Hundred Years' War. The English king in 1337, Edward III, claimed part of France for himself since he was related to French royalty. Philip VI of France opposed this claim. After France invaded English territory in southern France, England invaded northern France.

At first the English were successful for several reasons. France was poor, and many Frenchmen opposed the war. Many Frenchmen even felt that Edward should be their king. Finally, the English used more modern tactics and weapons, such as the longbow.

The Treaty of Brétigny, signed in 1360, gave England some French lands. In return, Edward had to agree to give up his claim to the French throne. But this peace did not last long. Fighting continued under the new kings of each country. In 1415 the English massacred the French in the Battle of Agincourt. Under the terms of a new treaty, the Treaty of Troyes of 1420, the French had to agree that their next king would be English.

613

In the late 1420s, a new French leader rallied the French troops. This leader was Joan of Arc. She led the French to victory in the Battle of Orleans, and convinced Charles VII of France to reclaim his throne. The French also got back most of their captured land. Eventually, the English captured Joan and burned her at the stake.

Renaissance depiction of Mary

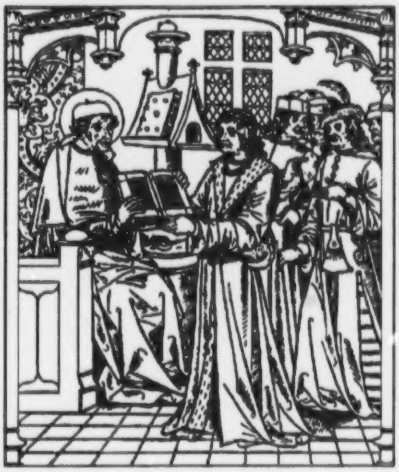
From 1294 to 1449, the Roman Catholic Church faced several difficulties. Popes now found themselves competing for power with the kings of Europe. Boniface VIII, who was the pope from 1294 to 1303, tried to keep the French and English kings from taxing Church officials in their countries.

After Boniface's death, the Italian city-states began to fight with each other. The French king and Austrian emperor backed different city-states in this conflict. The French king thought things in Italy were too dangerous for the pope. So the new pope, Clement V, moved to Avignon in France. The next six popes, all loyal to the French king, stayed in Avignon until 1378. This period in history is referred to as the Babylonian Captivity because the Church was held captive by the French king.

England and Austria did not like the fact that the popes were now loyal to France. In 1310 the Austrian emperor asked the pope to come back to Italy. When he refused, the emperor invaded Italy and claimed the whole Italian peninsula for the Holy Roman Empire.

By 1378 things had begun to calm down, and Pope Gregory XI returned to Italy. He died in this year, though, and the College of Cardinals had to choose a new pope. The College chose Urban VI, but the French cardinals opposed this choice because they felt Urban favored the German states. Thus, the French cardinals elected their own pope and moved him back to Avignon. Now there were two popes. This period, called the Great Schism, lasted until 1415. The situation became worse when cardinals met to end the Schism. They elected a new pope and asked the other two to resign. When both popes refused, the Church found itself with three popes. The Great Schism finally ended in 1415 with the Council of Constance, which deposed all three popes and elected a new one, Martin V.

Another problem arose in Europe during this time: the bubonic plague, which lasted from 1346 to 1444. The Plague caused the death of about 40 percent of all Europeans. All this suffering increased the people's discontent about the Church because they felt their prayers were not being answered.



Discontent with the Church reached new heights by 1517. In this year, the German Martin Luther made his list of complaints against the Catholic Church. This act of protest launched the Reformation. Luther believed, along with many others, that the Church did not represent the true Christian religion. He thought the pope and other Church officials were more interested in gaining wealth than saving souls. Because so many people agreed with Luther, he and his ideas found a receptive audience.

Luther's cause gained support among the common people and German princes. These princes supported Luther in part because they did not like the Holy Roman Emperor, Charles V of Austria. In 1529 Luther started the Protestant movement by formally announcing his complaints about the Church before Charles V. Fighting between Catholics and Protestants broke out in Germany. It lasted until 1555, when peace was made. Now, each German state could choose between Lutheranism and Catholicism.

Another early Protestant was John Calvin from France. After he complained about the Catholic Church, he was forced to leave his country and moved to Switzerland. Switzerland eventually became a Calvinist country. John Knox brought Calvinist ideas to Scotland. King Henry VIII established the Anglican Church in England.

The Protestant Reformation succeeded for several reasons. The Catholic Church was indeed corrupt, as Luther had said. It was involved too much in the politics of Europe, and the popes resisted needed reforms. People were already unhappy with the Church because of the Black Plague. Finally, the ideas of the Reformation were part of the current wave of new ideas of the Renaissance. The Catholic Church eventually set about to reform itself because later popes understood why the people were so dissatisfied.

The Counter-Reformation or Catholic Reformation was a reform movement that did away with Church abuses and stopped the spread of Protestantism.

Although the Reformation was successful, persecution of others by both Catholics and Protestants was on the rise. The groups that faced the greatest persecution included both Catholics and Protestants, but also certain groups with different ideas, women, and Jews.

Europe had a series of wars caused in part by religious differences. The Protestant Reformation and Counter-Reformation both encouraged the spread of education because of the emphasis on reading the Bible and the establishment of schools and universities. Scientific thinkers too began to question traditional ideas. The challenge led to the Scientific Revolution, a radical change in the way of thinking.

Practice

Use the list below to write the correct term for each definition on the line provided.

anti-Semitism
expel
ghetto
persecution
plague
protest
scapegoat
superstition
suspicious
symptom
tolerance
tragedy

____________________ 1. to object to; to speak out against

____________________ 2. a belief based on ignorance or fear

____________________ 3. a person blamed for the mistake of others

____________________ 4. a very serious disease that spreads quickly among the people in an area

____________________ 5. distrustful

____________________ 6. a sign of something

____________________ 7. unfair and cruel treatment of a person or group

____________________ 8. force out

____________________ 9. a sad or dreadful event

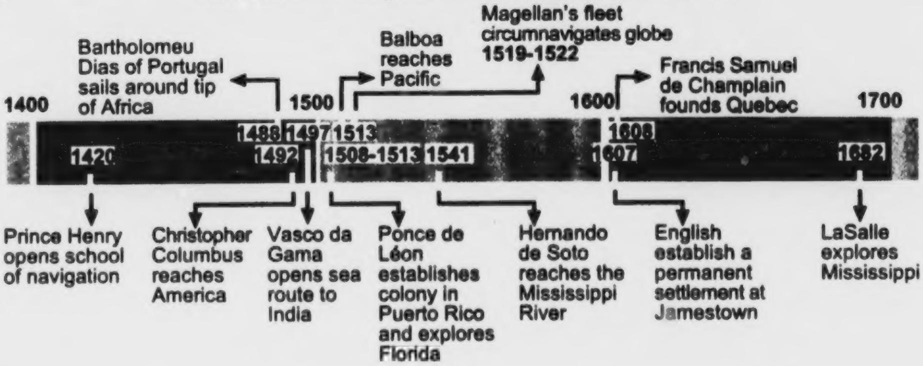
____________________ 10. respect for the opinions or practices of others

____________________ 11. separate section of a city where members of a minority group are forced to live

____________________ 12. hostility toward or prejudice against Jews

Unit 12: Exploration and Colonization (1400s-1600s)

Timeline of Exploration and Colonization


1400
Bartholomeu Dias of Portugal sails around tip of Africa
1500
Balboa reaches Pacific
Magellan's fleet circumnavigates globe 1519-1522
1600
Francis Samuel de Champlain founds Quebec
1700
1420
1488
1492
1497
1513
1508-1513
1541
1608
1607
1682
Prince Henry opens school of navigation
Christopher Columbus reaches America
Vasco da Gama opens sea route to India
Ponce de Léon establishes colony in Puerto Rico and explores Florida
Hernando de Soto reaches the Mississippi River
English establish a permanent settlement at Jamestown
LaSalle explores Mississippi

This unit emphasizes the reasons explorers sought different lands.

Unit Focus

- explorers and their employers
- routes of important explorers
- lands claimed by explorers

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Vocabulary

Study the vocabulary words and definitions below.

colonization	the settling of a new territory by a group of people from another country
exploration	traveling to an unknown area
merchant	a person whose business is buying and selling things for profit
profit	the amount of money left after all the costs of running a business, or making or selling something, have been paid
conquistador	name for Spanish explorers who claimed lands in the Americas for Spain

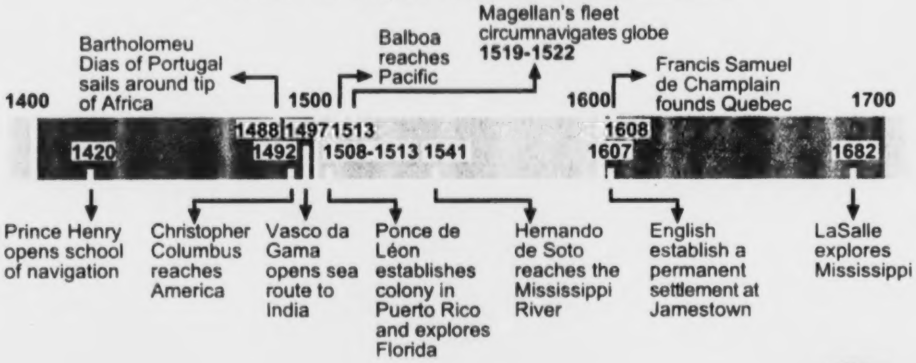
Exploration and Colonization (1400s-1600s)

New Paths to Sail

Until the end of the 15th century, Europeans had no idea that North and South America existed.

In 1450 most Europeans thought that to get to Asia, one had to travel east over land. They thought that anyone who sailed west over the Atlantic would eventually fall off the edge of Earth.

Timeline of Exploration and Colonization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Magellan's fleet circumnavigates globe
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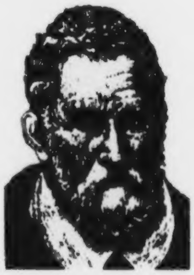
LaSalle explores Mississippi



Marco Polo

After the travels of Marco Polo, Europe traded with China and India all the time. In order to buy and sell goods, Europeans had to trade with many **merchants**. Goods passed from one merchant to another on their way to and from Europe. Each time a merchant bought and sold goods, he made a **profit**. This made goods from Asia very expensive in Europe. Since most of the merchants were Italian, the Italian city-states were very rich.

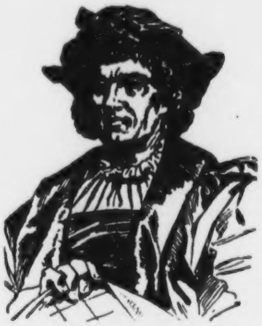
The leaders of France, Spain, England, the Low Countries (Belgium and the Netherlands), and Portugal were not happy with Italians earning all this money. They too wanted to make big profits. In order to do this, they would have to find new ways of getting goods back from Asia.

The Portuguese, under Prince Henry the Navigator, were the first to explore new trade routes to Asia. Prince Henry had two goals:

- Gain control of trade routes for Portugal
- Spread the Catholic faith

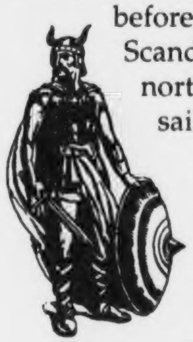
With money and assistance from Prince Henry, Portuguese explorers such as Bartholomeu Dias sailed down the African coast. In 1488 Dias explored the tip of Africa, now known as the *Cape of Good Hope*. In 1498 Vasco da Gama of Portugal sailed around the Cape of Good Hope and reached India. The achievement of this explorer made it possible for Portugal to trade directly with India.

The New World

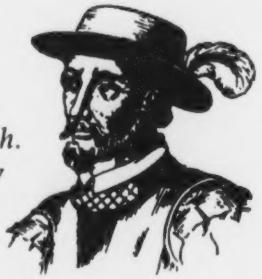

Christopher Columbus

King Ferdinand and Queen Isabella of Spain gave Christopher Columbus money to pay for ships and a crew. Columbus promised that by sailing west from Spain, he would find a new way to get to Asia and the spice-rich East Indies. Like almost everyone else in Europe, he didn't know that North and South America were in the way! After sailing for many months, on October 12, 1492, Columbus stepped on land. He thought that he was in India, so he called the natives *Indians*.

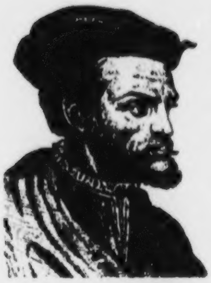
However, many people believe that the Vikings had been in America before Columbus arrived. The Vikings were originally from Scandinavia. Historians believe that Vikings explored the northern part of North America many years before Columbus sailed.


Viking

The people of Europe during the age of **exploration** were anxious to do more exploring. Soon, the Spanish and Portuguese governments sent many explorers to the New World. The New World was named America in honor of the Italian navigator and explorer Amerigo Vespucci. These explorers paved the way for the **colonization** of the newly reached territories.


Ponce de Leon

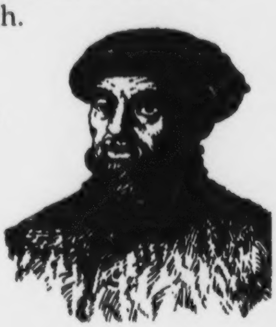
Much of what is now the United States was explored by Spanish adventures known as **conquistadors** (conquerors). In 1513 Ponce de Leon landed in Florida and explored it while searching for the *Fountain of Youth*. The southeastern part of the continent was explored by another Spaniard, Hernando de Soto. In 1540 Francisco de Coronado, another Spanish explorer, explored the Grand Canyon in the southwest area of what is now the United States.



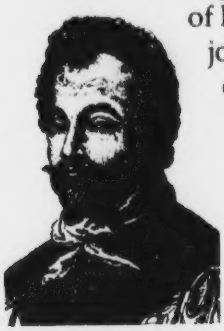
Jacques Cartier

Other important explorations in the New World followed. In 1500 Pedro Cabral landed in South America and claimed land for Portugal. Today, this land is called Brazil. It was in 1513 that the Spaniard Balboa explored the Pacific Ocean. John Cabot, an Englishman, landed in eastern Canada in 1497. Jacques Cartier, sailing under the French flag, claimed all of eastern Canada for France in 1534. More than half a century later, in 1609, Henry Hudson explored the northeastern section of Canada and claimed it for the Dutch.

Two other explorers who were brave enough to seek new lands and trade routes were Ferdinand Magellan and Sir Francis Drake.



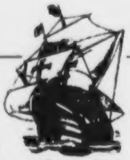
Ferdinand Magellan



Sir Francis Drake

Magellan started out on a voyage around the world in 1519. Although he was killed along the way, one of his ships eventually completed the journey in 1522. The Portuguese explorer showed that man could do what, up to that time, was thought to be impossible. The first Englishman to sail around the world, in a voyage lasting from 1577 to 1580, was Sir Francis Drake, a favorite of Queen Elizabeth I. Drake stole gold and silver from the Spanish explorers and gave it to Elizabeth.

Results of Exploration



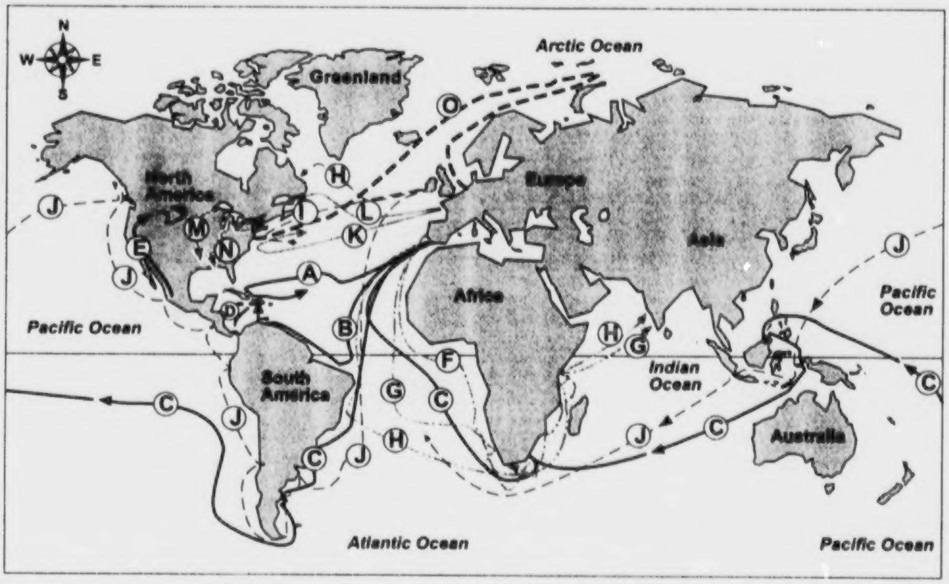
- Countries in Europe became very rich.
- Companies were started for the purpose of trade.
- New products were brought to Europe.
- Banking grew across Europe as more gold and silver were brought back.
- A new middle class of merchants and bankers gained powers in Europe.
- Nations in Europe set up empires overseas.
- Europeans fought many wars trying to take colonized lands from one another.
- Many great civilizations in the Americas and Africa were destroyed.
- Slavery became a big and profitable business.
- Christianity was brought to new lands and peoples.

The Costs of Exploration

Many other brave men set sail from ports in Europe to seek adventure and gold in the Americas. England, France, Spain, Portugal, and Holland grew rich and powerful during the period of exploration. Sadly, while conquistadors were gathering gold and silver, many great civilizations in the Americas were destroyed. This was especially true in Mexico and South America, where the Spanish explorers took advantage of the kindness of the people of the great empires of the Incas, Mayans, and Aztecs, among others.

The map below, called "Voyages of Exploration," shows where Spanish, Portuguese, English, French, and Dutch explorations were located.

Voyages of Exploration


N
W
E
S
Arctic Ocean
Greenland
North America
Europe
Asia
Africa
Pacific Ocean
South America
Indian Ocean
Australia
Pacific Ocean
Atlantic Ocean
Pacific Ocean
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O

——	**Spanish**	Ⓐ Columbus	1492
		Ⓑ Vespucci	1501
		Ⓒ Magellan	1519-1522
		Ⓓ Balboa	1513
		Ⓔ Coronado	1540
— —	**Portuguese**	Ⓕ Dias	1488
		Ⓖ da Gama	1497-1498
		Ⓗ Cabral	1500
- - -	**English**	Ⓘ Cabot	1497-1498
		Ⓙ Drake	1577-1580
——	**French**	Ⓚ Verrazano	1524
		Ⓛ Cartier	1534
		Ⓜ Joilet and Marquette	1673
		Ⓝ La Salle	1679
- - -	**Dutch**	Ⓞ Hudson	1609

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Practice

Use the **chart** *on the page 373 to list the* **results** *of* **European exploration** *and* **colonization**.

Age of Exploration

	NAME	DATE	ACHIEVEMENT
Portugal	**Prince Henry the Navigator**	**1419**	A Portuguese navigator; opened a school of navigation; supported sailors in exploring and colonizing Madeira, the Cape Verde Islands, the Azores, and the African coast to Sierre Leone.
	Bartholomeu Dias	**1488**	Portuguese navigator and explorer; discovered the tip of Africa (Cape of Good Hope).
	Vasco da Gama	**1497**	Portuguese navigator; sailed around the tip of Africa and across the Indian Ocean to India; returned with spices and jewels.
	Pedro Alvares Cabral	**1500**	Portuguese navigator; claimed Brazil for Portugal.
Spain	**Christopher Columbus**	**1492**	Italian explorer commissioned by king and queen of Spain; landed on San Salvador, an island in the Bahamas; explored Cuba and Hispaniola.
	Amerigo Vespucci	**1501**	Italian navigator for whom America is named; explored coast of South America.
	Vasco Nunez de Balboa	**1513**	Spanish conquistador; crossed the Isthmus of Panama; explored the Pacific Ocean and claimed it for Spain.
	Ferdinand Magellan	**1519**	Portuguese navigator; sailed for Spain; sailed around the world.
	Giovanni da Verrazano	**1524**	Italian navigator; explored New York and Narragansett bays.
	Francisco Vázquez de Coronado	**1540**	Spanish explorer of southwestern North America; explored the Grand Canyon.
Englan	**John Cabot**	**1497**	Italian navigator and explorer; sailed for England; explored Newfoundland, Nova Scotia, and New England.
	Sir Francis Drake	**1577**	English admiral and explorer; first Englishman to circumnavigate the world.
French	**Jacques Cartier**	**1534**	French explorer; claimed much of eastern Canada for the French.
	Louis Joliet and Jacques Marquette	**1673**	French-Canadian explorer and a French missionary and explorer; led first expedition down Mississippi River to the Arkansas River.
	René Robert Cavelier La Salle	**1679**	French explorer and fur trader; claimed Louisiana Territory for France; sailed Lake Michigan, explored Illinois River; followed Mississippi River to Gulf of Mexico.
Dutch	**Henry Hudson**	**1609**	English navigator and explorer; sailed for the Dutch East India Company and then the English; explored and sailed up the Hudson River which is named for him; entered Hudson Strait and Hudson Bay the following year for the English.

Many historians believe that the Vikings were really the first Europeans to set foot in America.

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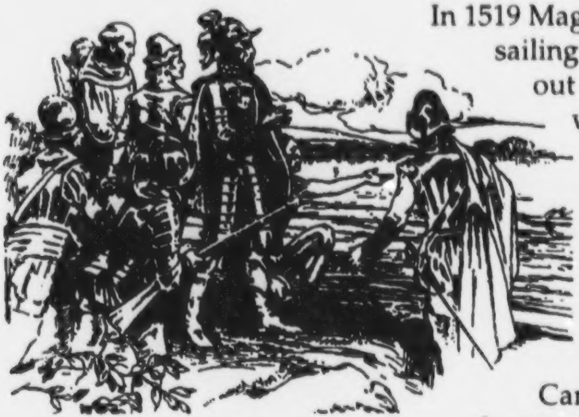
Review

The 15th century saw the beginning of the Age of Exploration. Until this time, Europeans didn't even know that North and South America existed. In their efforts to discover a new trade route to China and India, explorers sailed westward and found the American continents. Europeans wanted a new trade route to the East because the Italian city-states controlled the only known route at the time.

The Portuguese were active in the exploration race. Henry the Navigator, a Portuguese prince, provided ships and money for several new journeys. Portuguese explorers discovered that they could reach India by sailing around the southern tip of Africa.

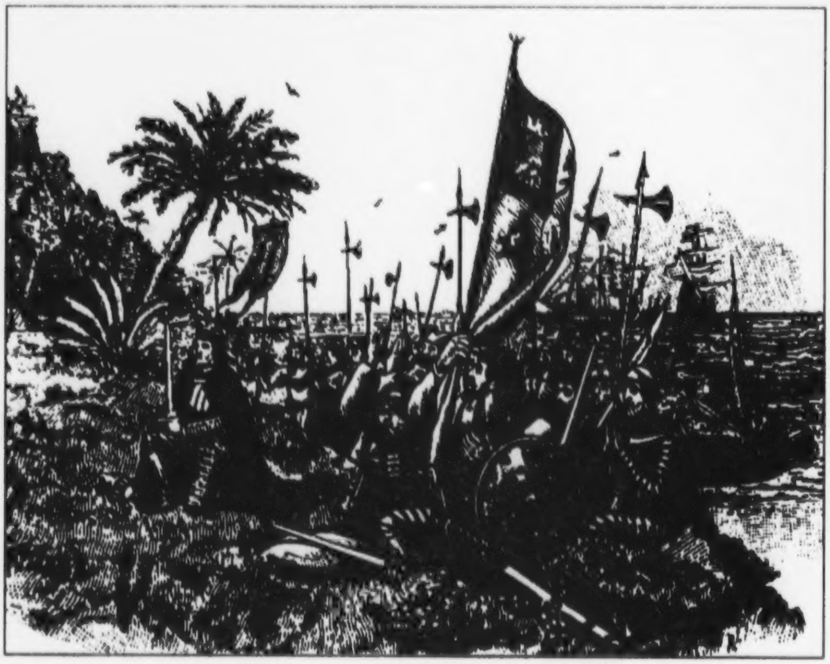
In Spain, Christopher Columbus had a plan to sail westward over the Atlantic Ocean to reach Asia. The Spanish king and queen financed Columbus's trip. On October 12, 1492, Columbus reached land that he thought was part of India, although it was actually an island in the Caribbean. Because he thought he had reached India, he called the natives Indians.

Soon, many Spanish and Portuguese explorers were sailing to the American continents. The continents received their name from that of an Italian explorer, Amerigo Vespucci. In 1500 Pedro Cabral landed in South America, in what is now Brazil. He claimed this land for Portugal. In 1513 the Spaniard Ponce de Leon explored Florida.



In 1519 Magellan, a Portuguese explorer sailing under the Spanish flag, set out on a voyage around the world. Even though he was killed along the way, one of his ships made it back to Europe in 1522. Other countries began to send out explorers. John Cabot, from England, reached eastern Canada in 1497. Jacques Cartier, a Frenchman, claimed all of eastern Canada for France in 1534.

All the countries that sent out expeditions profited from the colonization of the newly reached lands. These lands were rich in gold and other natural resources, which the explorers took with them back to Europe. This global exchange is called the *Columbian exchange* because it began with Columbus. Unfortunately, many Europeans harmed the civilizations of the natives in the new lands. This was especially true in Mexico and South America, where the Spanish enslaved and slaughtered the people. Millions of other Native Americans died from diseases introduced by Europeans. These people, such as the Incas, Mayans, and Aztecs, had developed great civilizations of their own, but the Spanish wiped the people out in order to take their gold and other riches. The Columbian exchange increased population growth around the world, from Europe to West Africa to China. At the same time, the Native American populations declined drastically during the early years of western invasion.



Columbus gives thanks for a safe voyage.

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Practice

Use the list below to complete the following statements.

colonization
exploration
merchant
profit

1. People sell things in order to make a ________________________ .

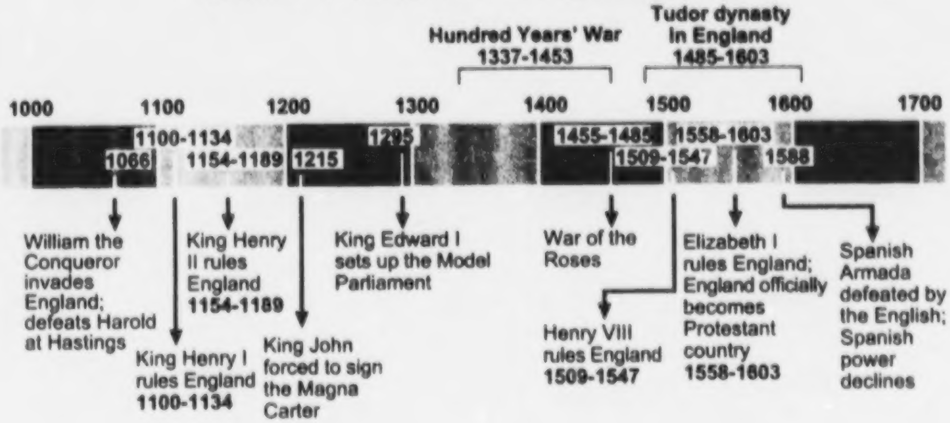
2. Traveling to unknown lands were the result of ________________________ .

3. A ________________________ buys and sells things to make money.

4. When people settle in new lands it is called ________________________ .

Unit 13: Before and during the Rise of the Nation-States (1000s-1600s)

Timeline of the Rise of the Nation-States



Hundred Years' War 1337-1453
Tudor dynasty in England 1485-1603
1000
1100
1200
1300
1400
1500
1600
1700
1066
1100-1134
1154-1189
1215
1295
1455-1485
1509-1547
1558-1603
1588
William the Conqueror invades England; defeats Harold at Hastings
King Henry I rules England 1100-1134
King Henry II rules England 1154-1189
King John forced to sign the Magna Carter
King Edward I sets up the Model Parliament
War of the Roses
Henry VIII rules England 1509-1547
Elizabeth I rules England; England officially becomes Protestant country 1558-1603
Spanish Armada defeated by the English; Spanish power declines

This unit emphasizes the political situation in Europe from the end of the Middle Ages to the end of the Renaissance and the Reformation and the events and circumstances surrounding the rise of the nations and nationalism.

Unit Focus

- political climate in Europe during this period
- how nations shared characteristics and maintained differences

Vocabulary

Study the vocabulary words and definitions below.

behead	to cut off someone's head
confession	an acknowledgment of guilt by someone accused of a crime
expel	force out
heretic	a person who opposes the Church teachings
Inquisition	Spanish court used to find and try people who did not follow the teachings of the Roman Catholic Church or who opposed the king and queen of Spain
monarch	a king or queen who rules a state or government period of rule
reign	period of rule
tolerance	respect for the opinions and practices of others

Before and during the Rise of Nation-States (1000s-1600s)

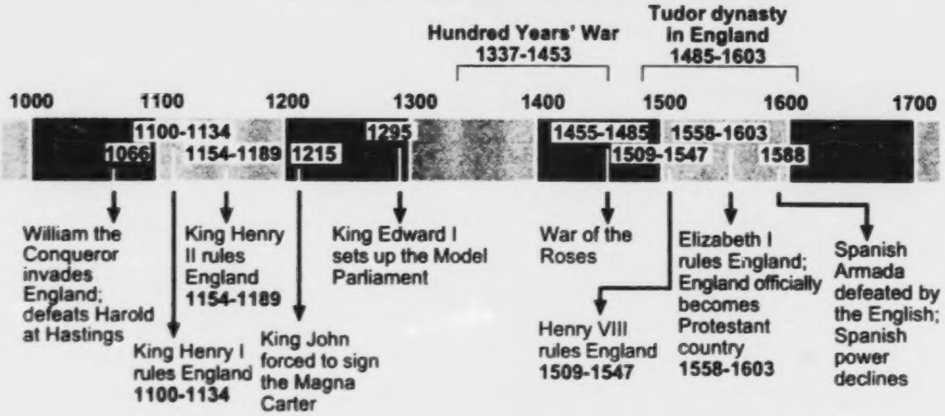
The Beginnings of Nationalism in Europe

One of the most important events in Europe towards the end of the Middle Ages was the beginning of the feeling of nationalism among the people. *Nationalism* means a feeling of deep loyalty to one's country.

Between 1300 and 1500, France and England became nation-states, a new type of country. A *nation-state* is a group of people who live in a definite territory and are united under one government. They generally speak the same language and have a feeling of belonging and sense of loyalty to their country.

This unit will provide information about the political situation in Europe from 1300-1600, the end of the Middle Ages to the end of the Renaissance and the Reformation. Study the chart on the following page to learn about the political events happening in each European country between 1000 and 1300, before the rise of nation-states.

Timeline of the Rise of the Nation-States


Hundred Years' War 1337-1453
Tudor dynasty in England 1485-1603
1000
1100
1200
1300
1400
1500
1600
1700
1100-1134
1066
1154-1189
1215
1295
1455-1485
1509-1547
1558-1603
1588
William the Conqueror invades England; defeats Harold at Hastings
King Henry I rules England 1100-1134
King Henry II rules England 1154-1189
King John forced to sign the Magna Carter
King Edward I sets up the Model Parliament
War of the Roses
Henry VIII rules England 1509-1547
Elizabeth I rules England; England officially becomes Protestant country 1558-1603
Spanish Armada defeated by the English; Spanish power declines

The **monarchs** or kings and queens of Europe all had family names. For example, France was ruled by the Carolingians, the Capets, and the Bourbons. In Germany, the Hapsburgs, Hohenzollems, and the Hanovers ruled. England has been ruled by the House of Orange, the Yorks, the Tudors, the Stuarts, and the Windsors. The present queen of England is a Windsor.

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Political Events in Europe 1000s-1300s

England	**1066-1087** **William the Conqueror**—invaded England; defeated Harold at Hastings and controlled England; harsh but capable ruler; reorganized England's military and landholding systems, building many castles and creating a strong feudal government	**1154-1189** **King Henry II**—ruled England and acquired vast lands in France; made many legal and judicial reforms; introduced trial by jury and circuit courts; limited the powers of nobles	**1199-1215** **King John**—in 1215 the barons rose in revolt and forced John to sign the Magna Carter, confirming their feudal rights and established that the king's authority is subject to law	**1272-1307** **King Edward I**—in 1295 he set up the Model Parliament; centralized the national administration; reduced baron and clergy power; took over Wales and Scotland
France	**987-1137** **King Hugh Capet**—French nobles elected Hugh Capet, Count of Paris, as king; beginning of the Capetian Line **Louis VI**—ruled from 1108-1137; gained full control over his royal lands, called Ile de France; the first Capetian king to show that he was stronger than the nobles	**1179-1223** **King Philip II (Philip Augustus)**—instead of appointing nobles, he used paid middle-class officials who would owe their loyalty to him; quadrupled royal land holdings; began to take over southern France; before his death he became the most powerful ruler in Europe	**1226-1270** **King Louis IX**—expanded royal courts, outlawed private wars, and ended serfdom in his lands; represented the perfect medieval monarch—generous, devoted to justice and rules of chivalry; a very religious man, he died of plague while on a crusade after reaching North Africa; was made a saint by the Church in 1297	**1285-1314** **King Philip IV (Philip the Fair)**—defied papal authority and moved pope and church headquarters from Rome to Avignon with the French pope under the control of the French king; set up the Estates General in 1302—this body had representatives from all three classes: clergy, nobles, and townspeople
Spain	**1000s** **El Cid**—Spain's national hero who fought on both sides, for the Moors and for the Christian kings; ballads tell of his legendary deeds	**1100s-1200s** **Spain**—in the late 1100s and early 1200s, most of Christian Spain joined in fighting the Moors	**1276** **Moorish kingdom in Spain**—consisted only of the southern state of Granada	**1300s-1400s** **Castile**—late 1300s and early 1400s, Castile became the most powerful kingdom in Spain
Germany & Italy	**1000s** **Italy**—from about 1000s on, Italian cities began to grow in independence and importance, becoming centers of foreign trade, political life, and banking; several cities including Venice, Florence, Milan, and Genoa had their own foreign policy and developed their own political life; they resisted the efforts of noblemen and emperors to control them	**1152-1190** **Frederick I (Frederick Barbarossa)**—elected king of Germany in 1152, promoted learning and economic growth; occupied Lombardy and was crowned king of Italy in 1154 and Holy Roman Emperor in 1155; was drowned while leading the Third Crusade	**1198-1215** **Otto IV**—the king of Germany and Holy Roman emperor; excommunicated by the pope for attempting to master parts of Italy; later removed from being emperor	**1200s** **Germany**—attempts to retain a united Germany were unsuccessful; could not gain rule of Italy **Italy**—could not gain political unity

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Practice

Use the chart on page 386 to answer the following using short answers.

1. Ballads are written about which national hero of Spain?

   ____

2. Which king of England set up the first jury trial system? __________

3. Which French king set up the Estates General for the French government? ______________________________

4. Which three classes were represented in the General Estates?

   ____

5. Which king of Germany did not get along well with the pope?

   ____

6. Who signed the Magna Carta? ____________________

7. Why was the Magna Carta important? ____________________

   ____

   ____

8. Which king greatly increased the size of France? ______________

9. Name the most powerful kingdom of Spain. ______________

10. Who invaded England in 1066 and defeated Harold at Hastings?

    ____

11. Which country was also known as the Holy Roman Empire?

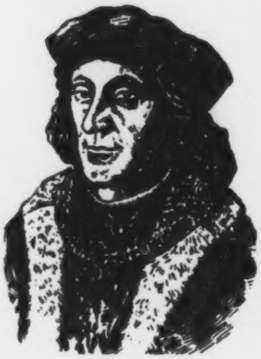
____

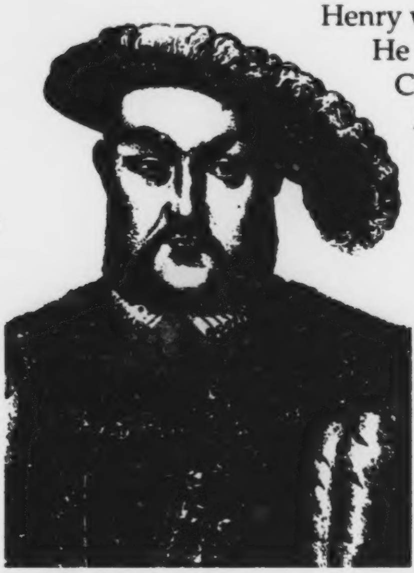
12. Who was king of England when King Philip IV became king of France? ____

The Tudor Monarchy

Henry VII, or Henry Tudor, of the House of Lancaster was crowned king after the War of the Roses. He became the founder of the Tudor dynasty. He made a wise move when he married a woman from the House of York because it made peace between the House of Lancaster and the House of York. Henry VII ruled until 1509.

The next king of England is one of the most famous. A large man, King Henry VIII was married six times. The story of his marriages has been described in books, movies, and songs.

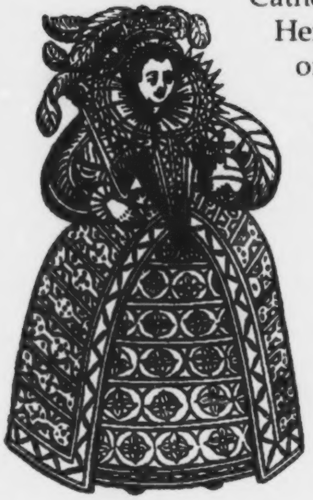

Henry VII


Henry VIII

Henry was 18 when he became king of England. He married a Spanish princess named Catherine of Aragon. She came from Aragon, which is in Spain, and was the daughter of Ferdinand and Isabella of Spain. King Henry VIII was not happy with Catherine of Aragon because she gave birth to a daughter, Mary Tudor, instead of a son. Henry needed a male heir to continue the Tudor dynasty after his death. Without a male heir to the throne, the Tudor dynasty would end. In 1529 Henry wanted a divorce, but the pope said that, being Catholic, he couldn't have one. Another reason was that at this time the Church was also being criticized and attacked from the Reformation. However, the real reason for the pope's refusal was political. Catherine was the aunt of the German Emperor, Charles V. During this period, Charles V had control over the pope, so the pope wasn't about to do anything Charles did not want him to do.

Like all other kings of this time, Henry VIII did not want to be told what he could or could not do by the pope. Henry VIII made a new law in 1534, called the *Act of Supremacy*. This law said that the king could obtain a divorce. The pope was angry and forbade the king to worship in the

Catholic Church. Through the Act of Supremacy, King Henry made himself head of the Church of England or Anglican Church.



Anne Boleyn

Next, Henry married Anne Boleyn. What makes the whole story fascinating is that he married her a year before the Act of Supremacy! Henry was very unhappy when Anne Boleyn gave birth to a girl named Elizabeth because he still wanted a son. Henry soon decided that he no longer wanted Anne as a wife. So he put Anne Boleyn in prison and ordered her to be **beheaded** because he said she had been unfaithful.

Ten days later Henry married Jane Seymour, who had a son by Henry named Edward. Sadly, Jane died soon after.

Henry's fourth marriage was to Anne of Cleves. This was a political marriage like the marriage to Catherine of Aragon. The purpose of the marriage to Anne of Cleves was to ally England with the Protestants in Germany. Henry became bored with Anne of Cleves and divorced her after a few months. Henry also had the man who had arranged the marriage killed.

Henry's fifth marriage was to Catherine Howard. Soon after the wedding, he found out that Catherine Howard loved another man. Henry had Catherine Howard killed by beheading.

Henry's sixth and last wife was Catherine Parr, who was lucky enough to live longer than Henry.

So Henry VII had six wives:

Catherine of Aragon	divorced
Anne Boleyn	killed
Jane Seymour	died
Anne of Cleves	divorced
Catherine Howard	killed
Catherine Parr	outlived Henry

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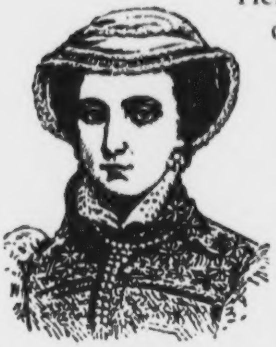
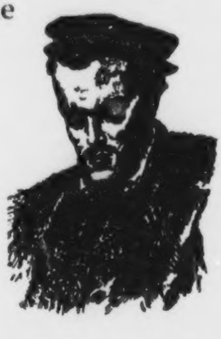


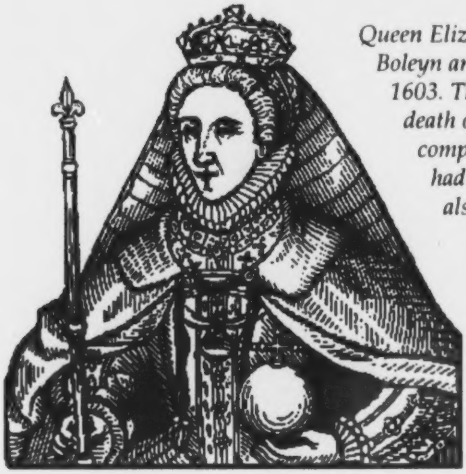
Mary Tudor or Bloody Mary

Henry VIII had three children. Edward VI ruled for only six years. Mary Tudor, Henry's daughter by Catherine of Aragon, ruled for five years. Under the **reign** of Mary Tudor, England became an official Catholic country. Mary married King Philip II of Spain, a Catholic. She has been called Bloody Mary because during her reign, many Protestants were put to death for not becoming Catholic.



Philip II of Spain

Mary's half sister became Queen Elizabeth I. She was one of the greatest rulers in history. She ruled from 1588 to 1603. England became a Protestant country again under her rule. England also defeated the Spanish navy of King Philip II, who had been the husband of Bloody Mary. Under the rule of Elizabeth I, England became one of the most powerful nations in the world. With Elizabeth's death, the Tudor Monarchy ended because there was no heir to inherit the throne. The Tudor Monarchy included the reigns of Henry VII, Henry VIII, Edward VI, Mary Tudor, and Elizabeth I (see Unit 14, page 409).



Queen Elizabeth I was the daughter of Henry VIII and Anne Boleyn and ruled England for 46 years, from 1558 to 1603. The 25-year-old Elizabeth came to the throne at the death of her half-sister, Mary Tudor. Elizabeth composed poetry, was well read in the classics, and had a scholar's command of Greek and Latin. She also spoke fluently in Italian, Spanish, and French.

Elizabeth was well aware of the prejudice against her as a woman ruler. Although she was encouraged by the Parliament to marry a suitable man, Elizabeth always resisted the pressure for the good of England and to preserve her own power. She remained unmarried. Elizabeth was the last and greatest of the Tudor dynasty.

Practice

Answer the following using short answers.

1. Who was the first Tudor king? ____________________

2. How many times was King Henry VIII married? __________

3. Why did Henry VIII want a divorce from Catherine of Aragon?

____

____

4. What was the Act of Supremacy? ____________________

____

5. Which two women did King Henry VIII marry for political reasons?

____

____

6. Which two wives of Henry VIII were killed? ____________

____

____

7. What were the names of Henry VIII's three children? ________

____

____

____

8. Why was Mary Tudor called Bloody Mary? ____________________

____

____

____

9. Why was Elizabeth I one of the greatest English rulers in history?

____

____

____

Isabella and Ferdinand Rule Spain

The Reconquista

Under Muslim rule, Spain had a tradition of religious **tolerance**, or respect for the opinions and practices of others. Christians, Jews, and Muslims lived in relative peace. Efforts by Christian warriors to **expel** or force out Muslims from Spain became known as the *Reconquista* or reconquest. It was an effort by the Roman Catholic Church to recover Christian lands from Muslims. In 1469 Isabella of Castile married Ferdinand of Aragon and opened the way for Spain to become a unified state. The two monarchs conquered the last Muslim kingdom of Granada in 1492, and the Reconquista was complete. This crusading spirit linked religion with Spanish nationalism and was disastrous for Spaniards who were not Christian.

The Spanish Inquisition

In order to make Spain a Catholic country, the king and queen asked the pope's permission in 1478 to set up a Church court of **Inquisition**. The purpose was to get **confessions** from people opposed to the Roman Catholic Church and punish heretics, people who opposed the Church's teachings. A crusade against Jews and Muslims began. The Inquisition took place in many parts of Europe but mainly in France, Germany, and Spain. It was an organization of the Church whose job it was to find and judge heretics.

Isabella was determined to bring religious and political unity to Spain and ended the policy of religious tolerance that had been in place since the 700s. Isabella won permission from the pope to use the Inquisition to try people accused of heresy. The primary suspects were Jews and Muslims who had converted to Christianity. Assuming the suspects were guilty, the Church courts demanded they confess. The Inquisition used torture, usually in public, to get confessions. If suspects refused, they often were tortured; yet if they confessed, they were burned at the stake. Between 1478 and 1490, over 2,000 men and women were executed this way.

In the same year as the conquest of Granada in 1492, Isabella and Ferdinand also began a new effort against the 200,000 Spanish Jews who openly practiced their religion. These were the Jews who refused to convert to Christianity. The great majority, about 130,000, chose exile, so Jewish families set off in ships to other lands. In August of 1492, Christopher Columbus witnessed and recorded the event in his diary.

Columbus was about to leave on the voyage he hoped would lead to Asia but took him to the Americas. Some exiled Jews sailed with him, such as the ship's doctor and interpreter. Later, a few Jews became early settlers in the Americas. Most of the exiled Jews went to Muslim countries of Southwest Asia, lands that are now Iran, Syria, Israel, and Jordan.

In 1496 the remaining Jews were forced to leave Portugal. In 1502 Isabella ordered all Muslims who had not converted to Christianity to leave her kingdom. Isabella had achieved unity by expelling the Jews and Muslims but also ruined two skilled, educated groups of people who had contributed to Spain's and Portugal's economy and culture.

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Practice

Answer the following using complete sentences.

1. Whose marriage united Spain? ____________________

____

2. What was the Reconquista? ____________________

____

____

____

____

3. What was the purpose of the Church court of Inquisition? ________

____

____

____

4. How did the Church court of Inquisition get people to confess?

____

5. What was the Inquisition? ____________________

____

____

____

____

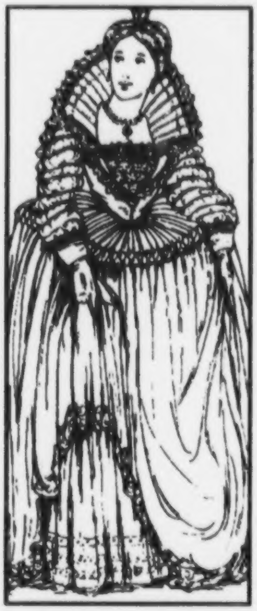
6. What was the purpose of the Spanish Inquisition?

7. What were the Jews in Spain required to do in 1492?

8. Why did the expulsion of the Jews and the Muslims hurt the economy of Spain and Portugal?

Review

Nationalism was one of the most important developments in Europe at the end of the Middle Ages. As the Middle Ages ended and the Renaissance began, people began to feel deep loyalty for their own country. This feeling of loyalty and pride in one's country is called nationalism. As nation-states replaced the feudal system, people began to feel loyal toward their entire country rather than just to one lord of a manor.



Elizabethan woman in 1575

In each European country, the kings and queens belonged to one royal family. For instance, the Hapsburgs controlled Austria at the same time that the Bourbons ruled France. During the Renaissance, the English royal family was the Tudor family. Henry Tudor became King Henry VII after the War of the Roses. The War of the Roses was a battle between two families to determine who would rule England. Henry, who belonged to one of the families, the House of Lancaster, defeated the other family, the House of York. He also wisely married a woman from the House of York to unite the families. Henry VII ruled until 1509.

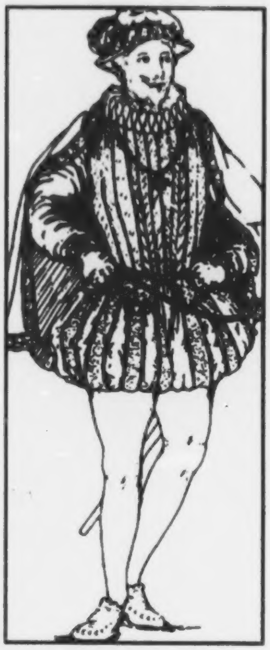
Henry VIII, the next king of England, is famous for having had six wives. Henry was unhappy with his first wife, Catherine of Aragon, because she gave birth to a daughter, Mary Tudor, rather than to a son, and Henry wanted a son to be the next king or heir to the English throne after him. When the pope refused to give Henry a divorce, Henry passed a new law in 1534, the Act of Supremacy. This Act made Henry the head of the Church in England. Thus, he had the authority to grant himself a divorce.

Henry had his next wife, Anne Boleyn, executed because she, too, gave birth to a daughter, Elizabeth I, instead of a son. Henry finally got a son, Edward VI, from his third wife, Jane Seymour, but she died soon afterward. Henry's fourth wife, Anne of Cleaves, bored him, so he divorced her after a few months. He became angry with his fifth wife, Catherine Howard and had her executed because she loved another man. Henry's last wife, Catherine Parr, luckily outlived her husband.

Edward VI, Henry's son by Jane Seymour, died after only six years on the throne. Henry's daughter by Catherine of Aragon, Mary Tudor, forced England to become Catholic again when she took the throne. She was known as Bloody Mary because she had many Protestants killed for not becoming Catholic.

Mary's half-sister Elizabeth I, Henry's daughter by Anne Boleyn, went on to become one of the greatest English rulers of all time. She ruled from 1588 to 1603. England became a Protestant country again under Elizabeth I. The country also won an important naval battle under Elizabeth. English ships defeated the Spanish fleet of Philip II, who had been Mary Tudor's husband. Now England was on the way to becoming one of the mightiest nations in the world. Elizabeth was the last English monarch of the Tudor family.

The crusading spirit continued even after the failure of almost all of the Crusades. It especially grew in Spain where Christian warriors had been battling Muslims for hundreds of years. By the time Christopher Columbus had set sail in 1492, Spain had completed the Reconquista against Muslims and revived the Inquisition against Muslims and Jews to achieve religious unity.


Elizabethan man in 1575

Earlier, the marriage of Ferdinand and Isabella united Spain into one country. With permission from the pope, a Church court of Inquisition was set up to drive the Muslims and Jews from Spain. The purpose of the Church court was to obtain confessions from people who opposed the Church. The Inquisition used brutal methods, often torturing people in public.

In 1492 as part of the Inquisition, Ferdinand and Isabella ruled that all Jews in Spain would have to become Catholic or leave the country for Portugal. About 200,000 Spanish Jews left, but a few years later they were even forced to leave Portugal. As a result, the economies of Spain and Portugal suffered because the Jews had held high positions as bankers, merchants, scholars, physicians, and government officials. Muslims and Jews had helped shape the arts and literature, and Isabella's policy had destroyed two skilled, educated groups that had contributed much to Spain's and Portugal's economy and culture.

Practice

Use the list below to write the correct term for each definition on the line provided.

behead
confession
expel
heretic
Inquisition
monarch
reign
tolerance

____________________ 1. period of rule

____________________ 2. an acknowledgment of guilt by someone accused of a crime

____________________ 3. a king or queen who rules a state or government

____________________ 4. Spanish court used to find and try people who did not follow the teachings of the Roman Catholic Church or who opposed the king and queen of Spain

____________________ 5. respect for the opinions and practices of others

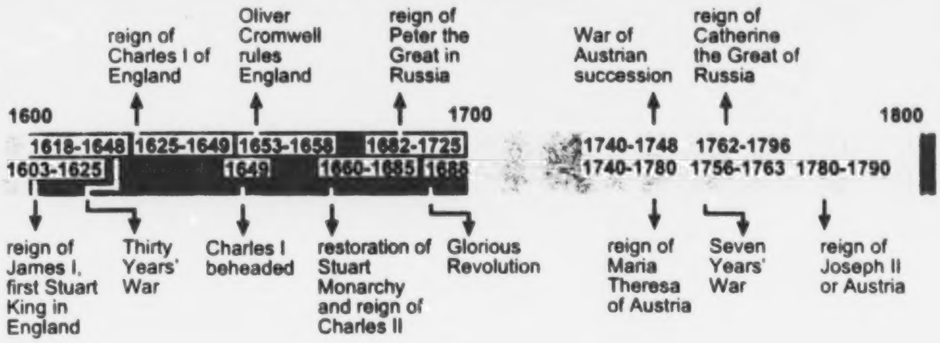
____________________ 6. force out

____________________ 7. a person who opposes the Church teachings

____________________ 8. to cut off someone's head

Unit 14: The Age of Absolutism in Europe (1600s-1700s)

Timeline of the Age of Absolutism in Europe


reign of Charles I of England
Oliver Cromwell rules England
reign of Peter the Great in Russia
War of Austrian succession
reign of Catherine the Great of Russia
1600
1700
1800
1618-1648
1625-1649
1653-1658
1682-1725
1740-1748
1762-1796
1603-1625
1649
1660-1685
1688
1740-1780
1756-1763
1780-1790
reign of James I, first Stuart King in England
Thirty Years' War
Charles I beheaded
restoration of Stuart Monarchy and reign of Charles II
Glorious Revolution
reign of Maria Theresa of Austria
Seven Years' War
reign of Joseph II or Austria

This unit emphasizes how the autocratic rule of European monarchies contributed to political reform in Europe.

Unit Focus

- factors related to collapse of the monarchy and the rise of the English Commonwealth
- characteristics of the French, Russian, and Austrian monarchies
- causes and results of the Thirty Years' War

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Vocabulary

Study the vocabulary words and definitions below.

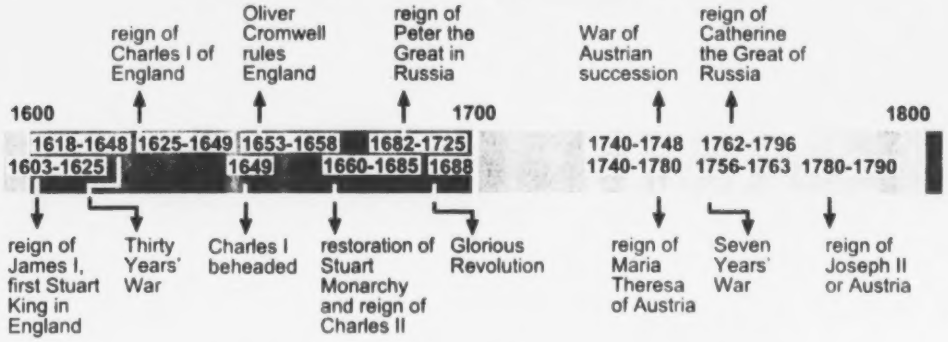
behead	to cut off someone's head
commonwealth	a nation or state that is governed by the people
consent	to give permission
dictatorship	a government ruled by a person who has complete control over the life of the people
military	having to do with the army, soldiers, or war
parliament	a group of people who have the duty and power to make the laws of a country
partition	to divide
revoke	to cancel or make something no longer useful
tolerance	respect for the opinions and practices of others

The Age of Absolutism in Europe (1600s and 1700s)

Reshaping Governments

During the 17th and 18th centuries, Europe was growing strong and wealthy as a result of the overseas exploration and development of new empires. While the European empires grew economically, social, political, and religious unrest caused much change in government structures. The religious and political war—Thirty Years' War—involved battles between France, Germany, Spain, and Sweden. However, these battles had much affect on the governments of the lesser countries of Prussia, Russia, and Poland. The social structure and religious beliefs of the people became the driving force for the reshaping of governments of the individual nations.

Timeline of the Age of Absolutism in Europe


reign of Charles I of England
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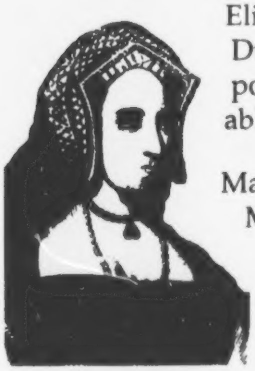
Glorious Revolution
reign of Maria Theresa of Austria
Seven Years' War
reign of Joseph II or Austria

England



Mary, Queen of Scots

Elizabeth I died in 1603. She was the last Tudor monarch. During her reign, England became the strongest naval power in the world. With a strong navy, England was able to build a very large empire around the world.

Mary, Queen of Scots, was the first cousin of Elizabeth I. Mary and Elizabeth did not like each other because Mary was a Roman Catholic who had been raised in France; thus she had different ideas from those of Elizabeth. Mary wanted her son to become king of England and Scotland, but she never lived to see it happen because Elizabeth I had her **beheaded**.

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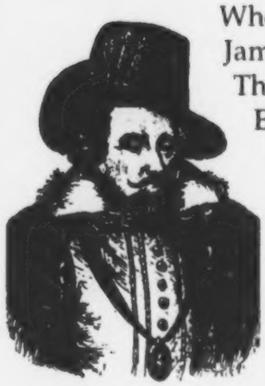
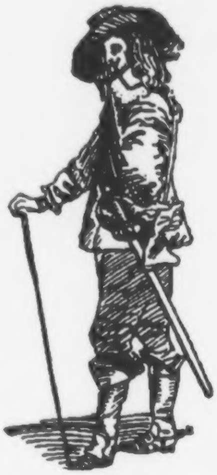


James I

When Elizabeth I died, the English invited her cousin, James IV of Scotland, to become the king of England. This began the Stuart monarchy. He became James I of England. Elizabeth I, like her father Henry VIII, had been a Protestant and so was James I.

James I ruled England and Scotland for 22 years. His reign can be described as poor. Protestants were afraid that Catholics were gaining too much power in England. James I did not really understand the English way of life. He believed that the king had a *divine right* to rule. In other words, the king's power came from God, and the people must obey the king. When James I died in 1625, many Englishmen were relieved.

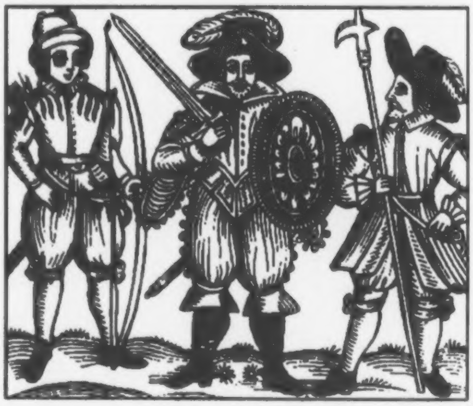
Charles I, the son of James I, ruled England until he was beheaded in 1649. Charles I, like his father, did not believe that the English **Parliament** had rights. He ignored its members. In 1628 the members of Parliament passed a law called the *Petition of Right*, which said that the king could not tax the people unless Parliament gave its consent. Charles I was so angry that for the next 11 years, he ruled England without the help of Parliament. This made the members of Parliament extremely angry.



Charles I

Changes in Government

Civil War broke out in England around 1640. Men loyal to the king, mostly Catholics, were called *Cavaliers*. Against the king were the *Roundheads*, led by Oliver Cromwell. The Roundheads were mostly Puritans—people of the Protestant religion. They were fighting for the rights of Parliament. In 1649 Charles I was captured, tried, sentenced, and beheaded.

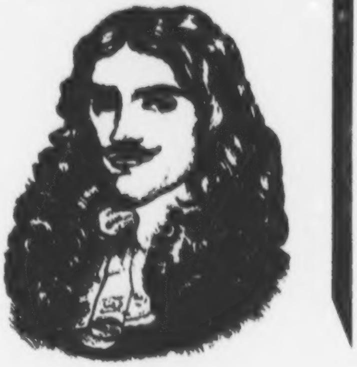


Cavaliers

England now became a **commonwealth**. From 1649 to 1658, England was ruled by Oliver Cromwell. England then had no king. The Commonwealth government of Oliver Cromwell became a **military dictatorship**. The people had few rights. Four years after Cromwell took over the government, he dismissed Parliament. Under the military dictatorship of Oliver Cromwell, the Puritans ruled England with a certain amount of cruelty. They seemed to have forgotten why they came to power in the first place. When Oliver Cromwell died in 1658, the majority of the English people were happy to see him go.

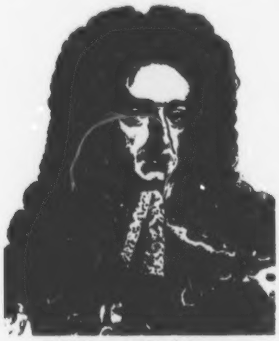
Oliver Cromwell's son, Richard Cromwell, took over his father's position. However, in 1659, the military forced Richard Cromwell out, so he went into exile for the next 20 years.

The Parliament met once again. Members of Parliament voted to ask the son of Charles I to become king. After accepting this offer, Charles II ruled from 1660 to 1685. These 25 years in England are known as the *Restoration* because the monarchy was restored or put back into place. In England, Charles II was not very popular, even though he tried very hard to be fair.


Charles II

When Charles II died in 1685, his brother James II became king. James II became Catholic in 1669. He tried very hard to give Catholics and Protestants equal rights, but the English Protestants were against giving equal rights to Catholics. They did not want England to become a Catholic nation.

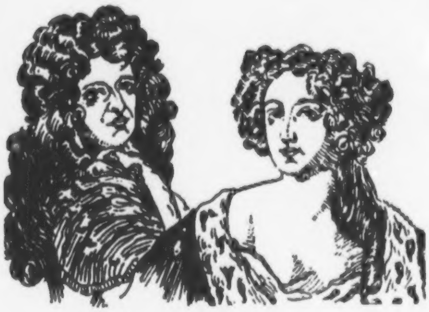
The Glorious Revolution


William III of Orange

In 1688 members of Parliament voted to force James II to give up the throne. Parliament invited James' Protestant daughter, Mary, and her husband, William III of Orange, king of Holland, to become king and queen. James escaped to France, and William and Mary became the rulers of England and Scotland. This change in power was called the *Glorious Revolution* because it was bloodless. In other words, there was no fighting.

Before William and his wife Mary could be crowned, they had to agree that Parliament was the lawmaking body in England—not the king. They also had to agree to ask permission from Parliament to gather an army. William and Mary had to accept this and several other acts passed by Parliament that became known as the *English Bill of Rights*. In this way, some traditional powers of the monarchy were **revoked**. The Glorious Revolution was a great victory for parliamentary powers.

The Revolution Settlement


William and Mary

King William and Queen Mary ruled until 1702. Under their reign, England had a *constitutional monarchy*. A constitutional monarchy means that the king and queen could no longer rule without **consent** from the Parliament. Since some members of Parliament were elected by the people, this gave the people a say in their government.

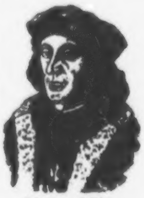
Finally, Parliament did two more things. First, it passed a law called the *Toleration Act*. The Toleration Act gave religious freedom and limited toleration to Puritans, Quakers, and other Protestants, but not to Catholics and Jews. It was an attempt to create an atmosphere of **tolerance**. Second, Parliament passed the *Act of Settlement*. This law said that Catholics could never become kings or queens of England. The English remembered their troubles from the Catholic Stuart kings and did not want to repeat them.

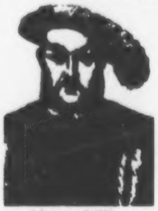
So, during the 17th and 18th centuries, England passed from a government with an all-powerful king, also known as an *absolute monarchy*, to a government with a king who shared his powers with Parliament, known as a *limited monarchy*. Yet England continued to expand its empire and kept its position as a very strong world power.

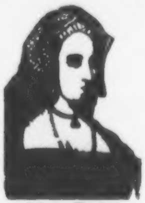
Monarchs of England

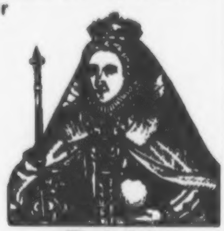
House of Tudor:

Henry VII	(1485-1509)	established the king's authority over nobles
Henry VIII	(1509-1547)	named himself head of the Church of England
Edward VI	(1547-1553)	succeeded to the throne at age nine when father Henry VIII died; never knew his mother, Jane Seymour
Mary Tudor	(1553-1558)	known as Bloody Mary because of her religious persecution; daughter of Henry VIII, half sister of Elizabeth I; desired to make England Catholic again
Elizabeth I	(1558-1603)	last Tudor monarch, daughter of Henry VIII, half sister of Mary Tudor, established England as a major European power


Henry VII

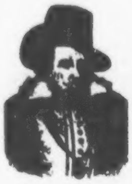

Henry VIII

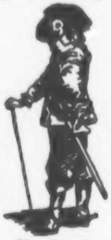

Mary Tudor

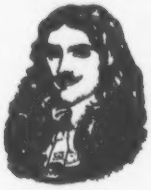

Elizabeth I

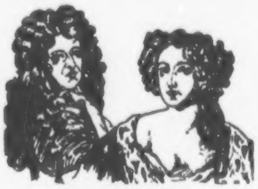
House of Stuart:

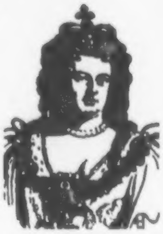
James I	(1603-1625)	already king of Scotland when he became king of England; son of Mary Queen of Scots; never really understood the English way of life
Charles I	(1625-1649)	son of James I; did not believe Parliament had rights; beheaded in 1649
Commonwealth	(1649-1660)	ruled by Oliver Cromwell until his death in 1658, then ruled by his son Richard until 1659 when military forced him into exile; in 1660, newly elected Parliament invited Charles II to return to England from exile
Charles II	(1660-1685)	known as the Restoration because the monarchy was restored
James II	(1685-1688)	brother of Charles II; tried to give Catholics and Protestants equal rights
William and Mary	(1689-1702) (1689-1694)	Parliament voted to force James II out; Mary was the intended Queen of England but married William of Orange, the ruler of Holland; they were eventually made joint sovereigns—called the Glorious Revolution because no blood was shed changing power
Anne	(1702-1714)	daughter of James II; loyal to the Church of England


James I


Charles I


Charles II


William and Mary


Anne

Practice

Answer the following using complete sentences.

1. Why was a strong navy important to the growth of England's empire?

2. Who became king after Elizabeth I died?

3. List three reasons James I was a bad ruler.

4. What was the Petition of Right?

5. How did Charles I react to the Petition of Right?

6. Who led the Roundheads in their war against the king?

7. Why was the reign of King Charles II known as the Restoration?

8. What caused the Glorious Revolution?

9. List the two things from the English Bill of Rights that William and Mary had to agree to before they could accept the throne of England. ______________________________

10. What was the Toleration Act? ______________________________

11. What was the Act of Settlement? ______________________________

Practice

Match each **event** *with the correct* **year** *on the* **timeline**. *Write the letter on the line provided.*

__________ 1. Charles I became king

__________ 2. Charles I is beheaded and the Commonwealth is established by Cromwell

__________ 3. Charles II became king

__________ 4. Charles II died and James II became king

__________ 5. Civil War began

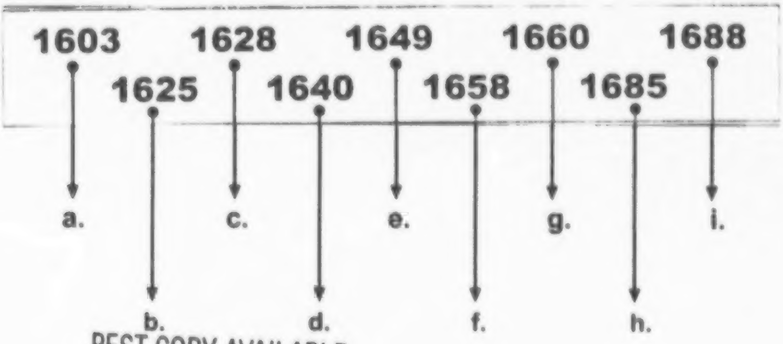
__________ 6. Elizabeth I died

__________ 7. Oliver Cromwell died

__________ 8. James II left England and William and Mary become king and queen

__________ 9. Petition of Right passed

Timeline of Events



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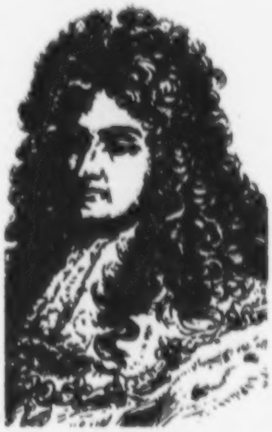
France

During the 17th and 18th centuries, France, like England, became a very powerful country. The difference was that while England was changing from an absolute monarchy to a limited monarchy, French kings became more and more powerful. This lead to very sad results for France.

Louis XIV—France's "Sun King"

The most powerful absolute monarch of all French kings was Louis XIV, who ruled France from 1661-1715. He believed that all power to make and change laws was his and that he answered to no one but God. Governments with absolute monarchies believe in what historians call the *divine right of kings*, which means that the king is believed to have been given the right to rule by God. Louis took the sun as the symbol of his power. The sun is the center of the solar system, and Louis believed that he was the center of the French nation. Louis was known to say, "L'etat c'est moi"... "I am the state."

Louis XIV became king in France when he was four years old. Since he was not old enough to make decisions, a Roman Catholic cardinal and French statesman named Jules Mazarin was asked to help rule France. He served as principle minister and advisor to the young king's mother. Mazarin was the most important person in France until his death in 1661. By this time, Louis XIV was old enough to take full command of the French government.



Louis XIV

The way in which Louis XIV ran the government was begun by his father Louis XIII and his father's chief minister Cardinal Armand Richelieu. Cardinal Mazarin continued the policies of Richelieu, who had two goals for France. The first goal was to make the French king as strong a ruler as possible. The second goal was to make France the most powerful country in Europe. Both of these goals were accomplished.

Therefore, Louis XIV had a very solid base from which to run his government. He did not allow nobles, aristocrats, or the wealthy to take part in running France because he was afraid that they would take power

658

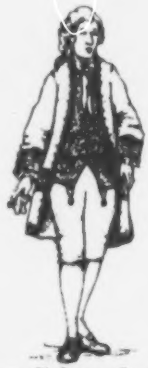
away from him. Louis XIV wanted the people of France to know that he, and he alone, was their leader.

Louis XIV spent large amounts of money. Most of the income of the French people was paid to the government in taxes. Louis XIV built a gigantic palace, the Palace of Versailles, near Paris.

Louis XIV chose rich businessmen to help him run the government. One of these men was Jean Baptiste Colbert. Colbert started a government policy called *mercantilism*. Mercantilism means that the government controls the economy by acquiring foreign trade, setting up colonies, and acquiring lots of gold and silver. Anything the people did was taxed by the government. The middle class and the peasants paid heavy taxes to support Louis XIV's expensive lifestyle and many wars.

Life in France

The three classes of people in French society were the First Estate (Roman Catholic clergy), the Second Estate (nobles), and the Third Estate (commoners, middle class, and peasants). The First and Second Estates or about two percent of the people owned about 70 percent of the land of France. In other words, about 98 percent of the French people—those of the Third Estate—were mainly peasant and very poor. They were poor because of fees, land taxes, and payments they had to pay to the other estates. Although members of the Third Estate worked hard to pay the government, they had no voice in government. They could be arrested, put in jail, or sent away from France for any reason.



well dressed man in 1780

Under Louis XIV, the official religion of France became Roman Catholicism. Louis XIV no longer allowed Protestants to worship in France. He revoked the Edict of Nantes, an order which protected French Huguenots, who were Protestants. Many French Protestants were put in prison, tortured, and even killed. Many more Protestants left France forever. Facing persecution, more than 100,000 Huguenots fled France. The Huguenots had been both hard-working and wealthy, so the loss was a serious blow to France's economy, just as the expulsion of Jews and Muslims had been to Spain.

Louis outlived both his sons and grandsons. When he died in 1715, his great-grandson inherited the throne as Louis XV.

Practice

Answer the following using complete sentences.

1. What is an absolute monarchy? ______________________________

____

____

____

____

____

2. What is meant by the divine right of kings? ____________________

____

____

____

____

3. What were the two goals of Cardinal Richelieu and Cardinal Mazarin? ______________________________

____

____

____

____

____

4. How did King Louis XIV get the large amounts of money he spent?

5. What is mercantilism?

6. Explain what life was like for the French peasants.

7. What happened to the Protestants under Louis XIV?

Russia

Russia is one of the largest nations in the world. To understand the Russian way of looking at the world today, it is very important to learn about the history of Russia.

The early part of Russian history was affected by the Byzantine Empire. Russia, like its Western European neighbors, was invaded by barbarians during the Middle Ages. For hundreds of years, Russia was under the control of Mongol invaders who came from Mongolia, north of China.

In the 15th century, a strong Russian leader named Ivan III—sometimes called Ivan the Great—was able to force the Mongols east across the Ural Mountains. At the time, Ivan was the Grand Prince of Moscow. He built a large and powerful Russian empire. When Ivan married the daughter of a Byzantine emperor, he took the title of czar (pronounced ZAR), which means Caesar. Ivan claimed, "The czar is in nature like all men, but in authority, he is like the highest God."

The czars who followed Ivan the Great throughout the 16th century continued to take more land. The czars told their people that Moscow was the third center of the Roman Empire. The first two centers were Rome and Constantinople.

Ivan the Terrible

Ivan IV, grandson of Ivan the Great, came to power and ruled Russia during the 16th century. He was called Ivan the Terrible by the nobles and had earned the title through his awesome power and the ways he used it. Ivan had many nobles murdered because they were not happy that he was czar. One important thing to remember about Ivan the Terrible is that he was the first Russian czar to gain a warm-water port for Russia. Unfortunately, as has happened many times in Russian history, Ivan lost the port soon after he took it. Another thing to remember about Ivan the Terrible is that he became friendly with English and German merchants.

After Ivan the Terrible died in 1584, Russians began fighting each other. They were swept by great unrest and for a short time were even ruled by Poland. For 30 years, many Russian nobles killed each other while trying to gain power. In Russia, this 30-year period is known as the *Time of Troubles*.

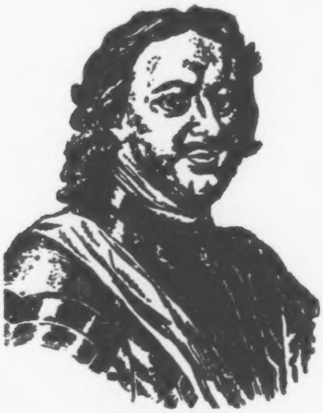
Russia did not experience the Renaissance because the country was isolated by language and geography. First, the Russians, even the churchmen, spoke no Latin or Greek, which were the main languages of the Renaissance period. Second, the Russian people had almost no contact with the people of Western Europe.

Peter I, called Peter the Great (1682-1725)

Under czar Peter I, called Peter the Great, many changes were made in Russian life. The Russian Empire grew, and the capital was moved from Moscow to St. Petersburg. Peter ruled Russia for about 43 years.

Peter the Great Westernizes Russia

The most important contribution of Peter the Great was introducing Western European ideas to Russia. He visited Western Europe to learn about European customs. Peter felt that in order for Russia to be competitive with the rest of Europe, Russians would have to learn to think like Europeans. He traveled throughout Europe, keeping his identity secret, and when he returned to Russia, he forced his people to adopt European customs. Peter the Great introduced into Russia many western ideas on science, education, military training, and industry. Russians knew little of life outside their country. To combat this, Peter the Great started Russia's first newspaper. He even edited the first issue himself.



Peter the Great

Peter adopted a new westernized dress code, so all Russian nobles had to shave off their beards. Russia also adopted the European calendar which started the year on the first day of January instead of the first day of September. In addition, Russians would date each year from the birth of Jesus, not from the supposed time of the creation of the world.

Peter adopted mercantilist ideas to strengthen the economy. He encouraged exports and discouraged imports. Russian farmers were encouraged to grow new crops. He also expanded Russian factories and mining operations. Russian armies were modernized to model western armies. Soldiers were trained using European war tactics and weapons.

Russia Gains a Seaport

Peter the Great wanted a window on the sea, or a warm-water seaport to allow his and-locked country access to water routes for trade with Europe. After a long war with Sweden, he annexed territories on the Baltic Sea. There he built his new capital and seaport, St. Petersburg.

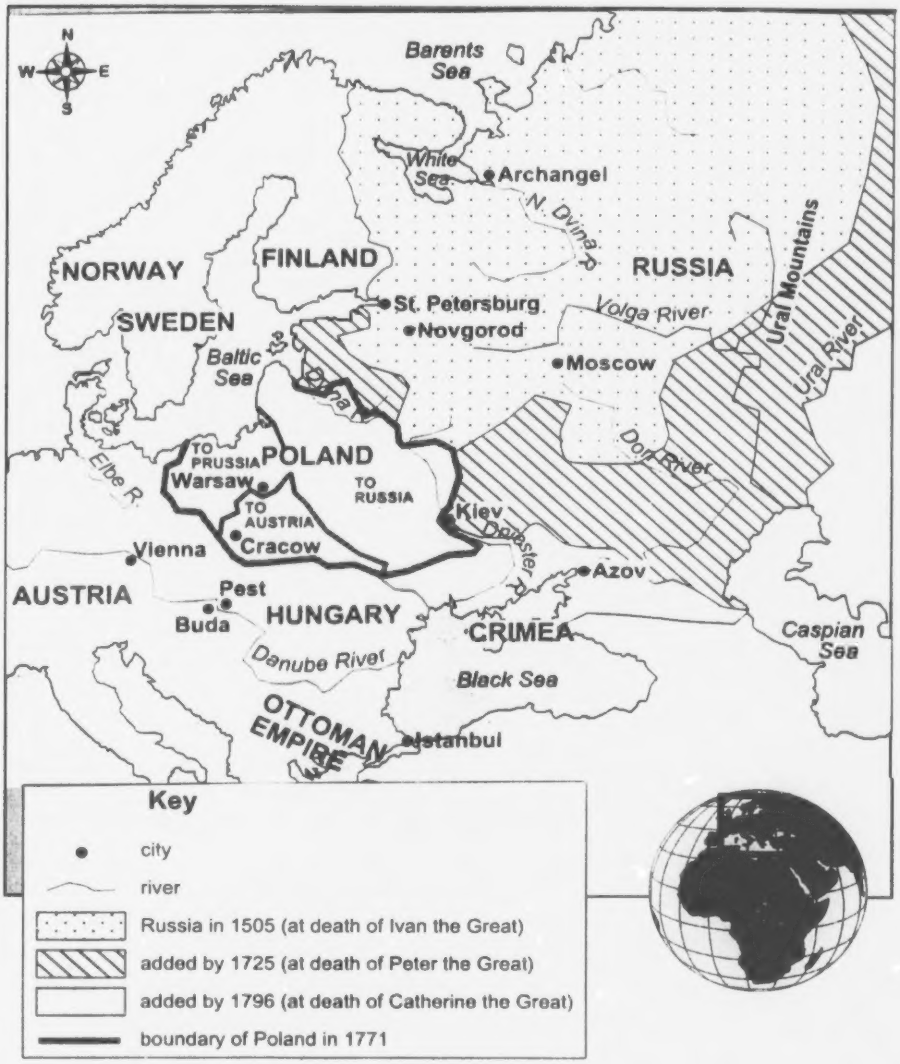
By the time Peter died, the Russian form of government was, like that of France, an absolute monarchy. The czar had complete control over his countrymen. Nobles lost much authority just as they did in France. Also, just as in France, most of the people were peasants who had no civil rights.

Catherine II, Called Catherine the Great (1762-1796)

About 50 years after the death of Peter the Great, another important Russian leader came to power—Catherine the Great. She ruled from 1762 to 1796. Catherine used her brains and her strong will to make changes in Russia.

Catherine was a German princess who married Russian czar, Peter III. Her husband was mentally unstable. When he was murdered by a group of Russian army officers, she took over. Catherine was able to keep control by giving Russian nobles more power over the lands on which they lived. She also took control of the Russian church.

Overall, Catherine was a resourceful but ruthless leader. She had no tolerance for anyone who questioned her power. Peasants, who made up most of the Russian people, still had no civil rights. They were treated horribly. Whenever Russian soldiers wanted to have fun, they would ride into a village, rape, torture, and murder the peasants, then burn the village.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Novgorod
Volga River
Moscow
Baltic Sea
Dvina
TO PRUSSIA
POLAND
Warsaw
TO RUSSIA
TO AUSTRIA
Cracow
Kiev
Don River
Dniester R.
Elbe R.
Vienna
Azov
AUSTRIA
Pest
Buda
HUNGARY
CRIMEA
Caspian Sea
Danube River
Black Sea
OTTOMAN EMPIRE
Istanbul
Key
city
river
Russia in 1505 (at death of Ivan the Great)
added by 1725 (at death of Peter the Great)
added by 1796 (at death of Catherine the Great)
boundary of Poland in 1771

The Growth of Russia, 1505-1796

Catherine the Great continued Peter's policies of westernization and military expansion. During the reign of Catherine the Great, Russia added territory across Siberia into Alaska. The Russian border moved south and west into Europe as well. Together with the rulers of Prussia and Austria, Catherine the Great participated in the **partitioning** of Poland. She achieved the Russian desire of a warm-water port on the Black Sea. Like Peter the Great, Catherine the Great supported western ideas. She also encouraged the arts and sponsored education for boys and girls.

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Practice

Use pages 418-421 to complete the following outline.

I. Early Russian history

A. Influenced by the ______________________________

B. Under control of ____________________ invaders

II. Ivan the Great

A. Forced the ____________________ across the

____

B. Grand ____________________ of Moscow

C. Built a ____

D. Married the ____________________________________

E. Took title of ___________________________________

III. Ivan the Terrible

A. Had nobles ____________________________________

B. First Russian to gain a _____________________________

C. Lost the ____________________ soon after he took it

D. Became friendly with _______________________________

IV. Time of troubles

A. After the death of ______________________________

B. Russians fighting each other for ______________________

C. Lasted for ________________

D. Russians did not experience the ________________

because of

1. ____________________

2. ____________________

V. Peter the Great

A. Russian Empire ________________

B. Capital moved from ________________ to

____

C. Important contribution was ______________________

____

D. New ideas introduced in Russia include

1. ______________________________________

2. ______________________________________

3. ____

4. ____

E. After a long war with Sweden, Russia gained

____

____

____

____

F. Russian government became like the ____________________

government

1. The czar had ________________________________

2. Most people were ______________________________

VI. Catherine the Great

A. A ____________________ princess who married

____

B. Kept control by

1. Giving nobles more ____________________ over the

____

2. Taking control of the ______________________________

C. Resourceful, but ____________________ leader

1. No tolerance for ______________________________

____

2. Peasants had no ______________________________

3. ____________________ soldiers ruined villages

D. Russia added territory

1. Across ________________ into ________________

2. Border moved ____________________ and

____

3. Participated in the partitioning of ________________

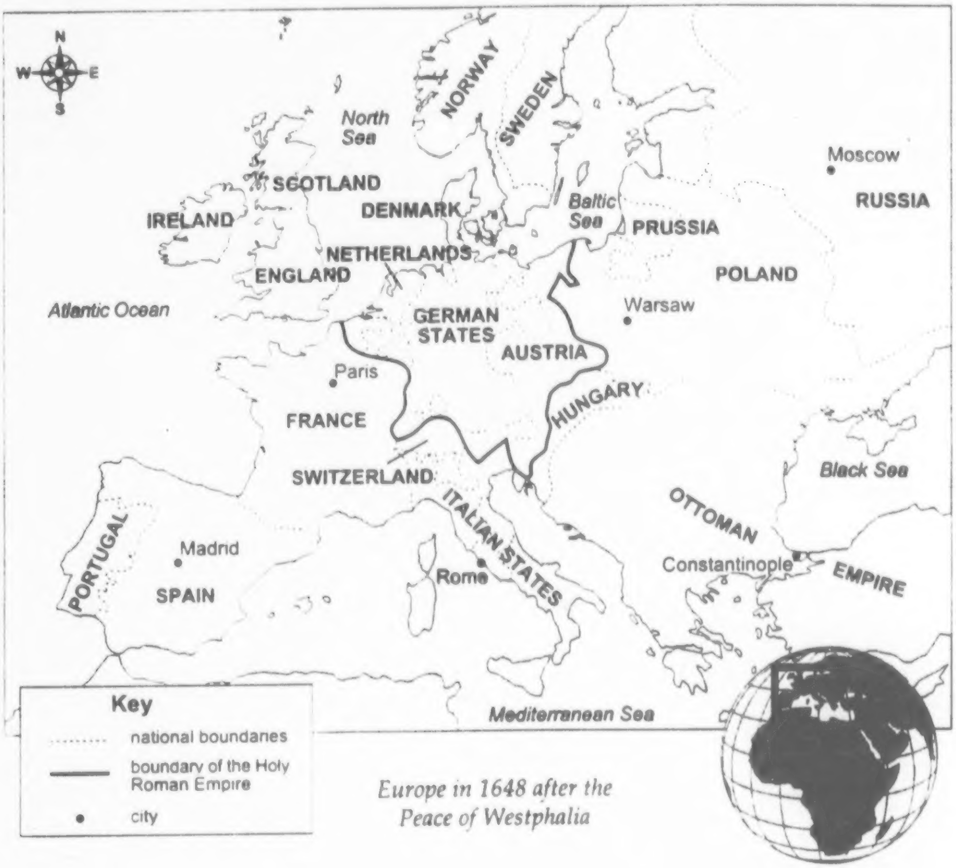
E. Supported western ideas

1. Encouraged the ______________________________

2. Sponsored ______________________________

The Thirty Years' War

The Thirty Years' War was a struggle between the Catholic Holy Roman Emperor Ferdinand II and the German Protestant states. From 1618 to 1648, the European countries were fighting with each other. The Thirty Years' War involved France, Sweden, German states, and Spain. It was fought for religious and political reasons. The German princes opposed Ferdinand II because he was a foreigner and a Catholic. As a Hapsburg ruler, he was a threat to the Bourbon kings of France. The war itself was really a series of small battles, involving great loss of life. Much property was destroyed. In 1648 the Peace of Westphalia ended the war. The political map of Europe was changed. Some countries were weakened while others were strengthened.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SWEDEN
SCOTLAND
DENMARK
Baltic Sea
Moscow
RUSSIA
IRELAND
PRUSSIA
NETHERLANDS
ENGLAND
POLAND
Warsaw
Atlantic Ocean
GERMAN STATES
AUSTRIA
Paris
HUNGARY
FRANCE
SWITZERLAND
Black Sea
OTTOMAN EMPIRE
ITALIAN STATES
PORTUGAL
Madrid
SPAIN
Rome
Constantinople
Mediterranean Sea
Key
national boundaries
boundary of the Holy Roman Empire
city

Europe in 1648 after the Peace of Westphalia

670

The results of the war were very important. First, the Hapsburg family had failed in their attempt to unite the German states under the Holy Roman Emperor. The Hapsburg family lost much power and territory. Second, Protestant religions gained more followers, while the influence of the Catholic Church declined. Third, German states became independent. The Holy Roman Empire now existed in name only. This prevented unification of Germany for another 125 years. The fourth and most lasting result was the beginning of a new kind of *diplomacy*, which is the art of building friendship with other nations.

After 1648 European leaders made alliances based upon the balance of power. A balance of power means that no one state dominates another. Remember that the Italian city-states tried to maintain the balance of power as they went from one alliance to another. European leaders began to keep an eye on one another. As one nation grew too strong, others would check its power by signing treaties. One of the key reasons for the Thirty Years' War was the rising power of the Hapsburgs in Germany and around Europe. This type of diplomacy among European countries continued until 1914 when World War I began.

Rather than help their own people grow economically, European leaders played a dangerous game of power politics. The purpose of the game was for each leader to make his country the most powerful. The result of the game was the formation of strong alliances. The sad effect of the game was to take a great deal of money away from helping the people live better lives and spending it instead on more guns and maintaining large armies. In other words, the European people were heavily taxed but did not receive any benefits in return. European leaders were to learn the hard way that they were playing a very dangerous game.

Practice

Answer the following using complete sentences.

1. Which countries were involved in the Thirty Years' War? ________

2. What were the results of the Thirty Years' War? ________

   Which result had the most lasting effect? ________

3. Why did European leaders form alliances with each other? ______

______

______

4. How were the people of Europe affected by the power politics game? ______

______

______

______

Poland

The history of Poland has to be one of the saddest on record. Poland was a leading power in Europe from the 14th to the 17th century. In the 18th century it was divided up by other nations in Europe and disappeared from the European map until 1918. It has been ruled by outsiders who have abused the Polish people.

To understand how and why the Polish people have suffered so much, consider its geography. Poland is located in the north center of Europe. On the western border is Germany. On the eastern border is Russia. To the south is Czechoslovakia. The Baltic Sea lies to the north.

As the Russian empire spread west and the Holy Roman Empire spread east, Poland found itself in the middle. To make matters worse, Poland is mostly flat, with mountains in the south and southeast only. Flat land makes it very easy for invading armies to march through and very difficult to defend against such armies.

Between the years 1772 and 1795, Poland slowly disappeared from the map of Europe. This was because of a number of factors, some originating within Poland and some from countries outside Poland. The disappearance of Poland shows how European countries played the game of power politics. Without its consent, Poland was carved up to satisfy the wishes of other European nations.

The disappearance of Poland happened in three stages:

1. The first partition in 1772—about one quarter of Poland was taken by Austria, Russia, and Prussia.
2. The second partition in 1793—Prussia and Russia took more Polish land.
3. The third partition in 1795—Russia, Austria, and Prussia took the rest of Poland.

Poland appeared again as a result of foreign alliances and wars, and the Polish state was restored in 1918.

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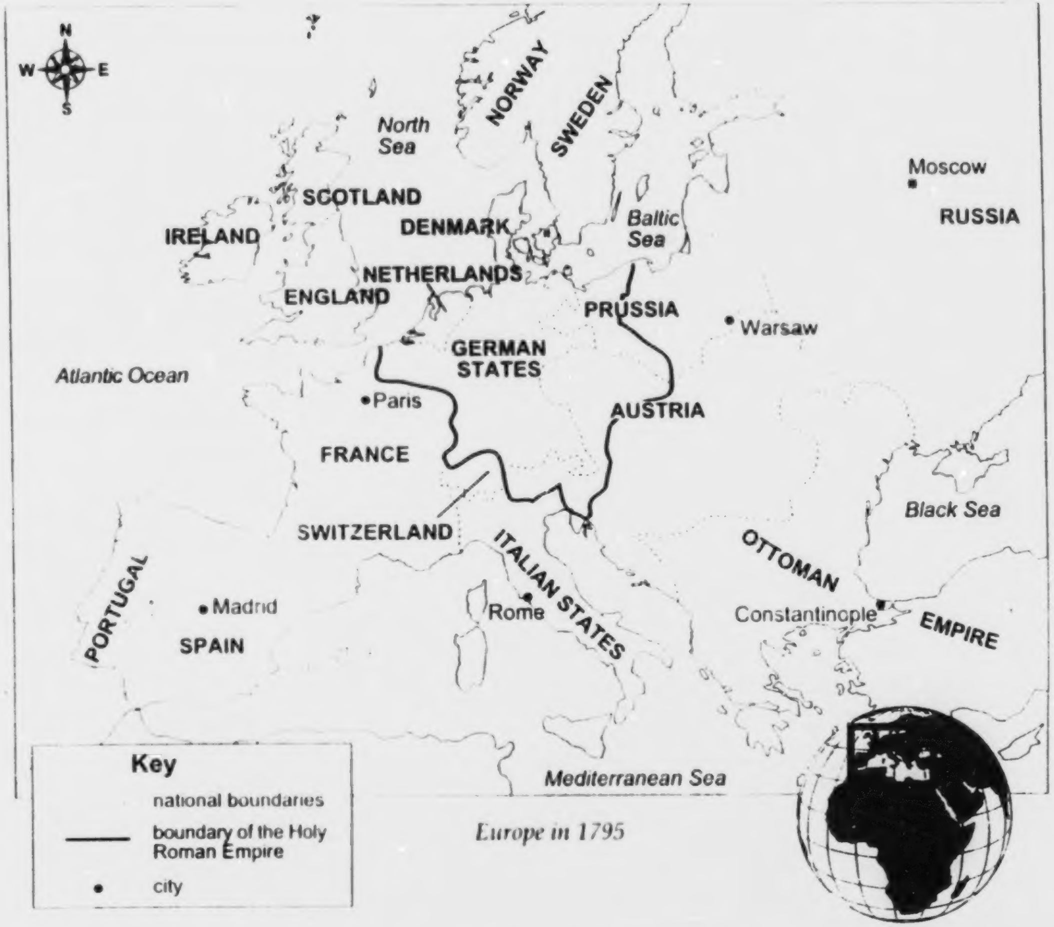
N
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North Sea
NORWAY
SWEDEN
Moscow
RUSSIA
SCOTLAND
IRELAND
DENMARK
Baltic Sea
NETHERLANDS
ENGLAND
PRUSSIA
Warsaw
GERMAN STATES
Atlantic Ocean
Paris
AUSTRIA
FRANCE
Black Sea
SWITZERLAND
ITALIAN STATES
OTTOMAN EMPIRE
PORTUGAL
Madrid
Rome
Constantinople
SPAIN
Mediterranean Sea
Key
national boundaries
boundary of the Holy Roman Empire
city

Europe in 1795

Practice

Use the list below to complete the following statements.

first partition
geography
map
outsiders
Poland
power politics

1. The history of ______________________ is one of the saddest on record.

2. Poland has disappeared from the ______________________ of Europe many times.

3. Poland has been ruled by ______________________ who have abused the Polish people.

4. The ______________________ of Poland made it easier for the surrounding countries to invade it.

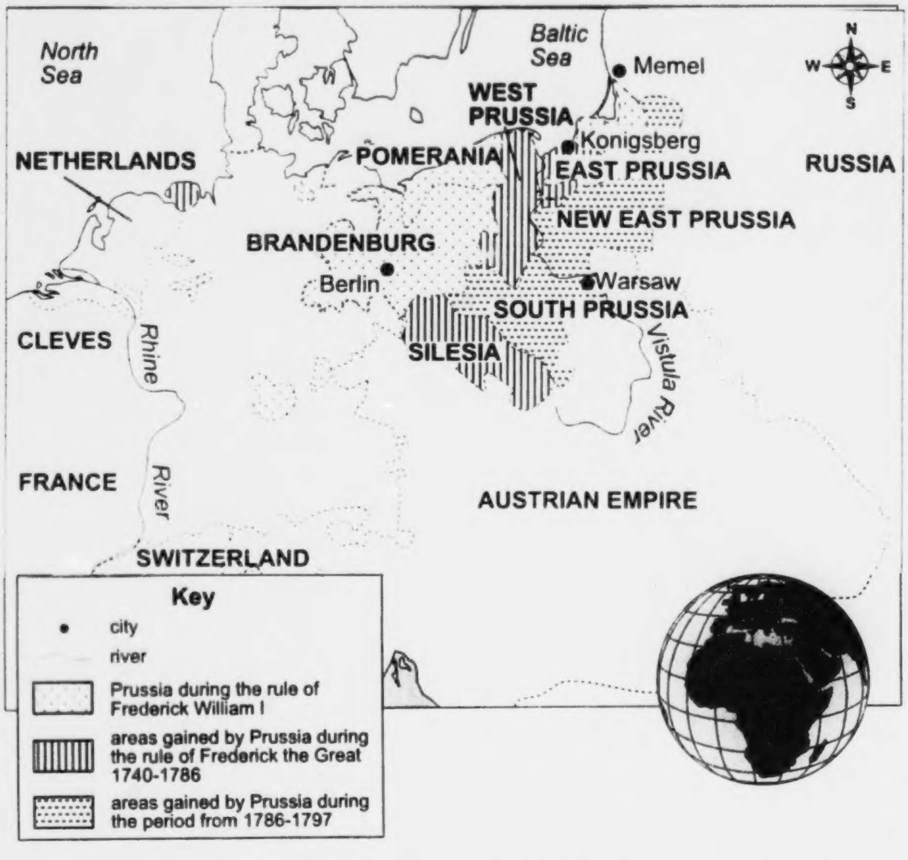
5. The ______________________ of Poland resulted when one quarter of Poland was taken by Austria, Russia, and Prussia.

6. Poland was a victim of the game of ______________________ .

Prussia in the 18th Century

Geographically, Prussia was located west of Poland in the northeast section of the Holy Roman Empire. Prussia was a German state.

The end of the Thirty Years' War saw the Hohenzollern family grow from important Protestant Rulers in the German states to the kings of Prussia. Under the rule of Frederick William I and Frederick the Great (Frederick II), Prussia became a major European power. These two kings took a small, weak country and, over a period of about 60 years, made it a major European power.


North Sea
Baltic Sea
Memel
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W
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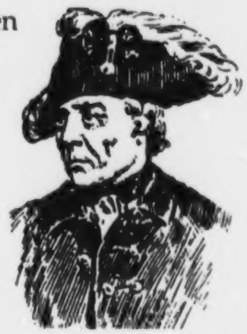
S
WEST PRUSSIA
Konigsberg
NETHERLANDS
POMERANIA
EAST PRUSSIA
RUSSIA
NEW EAST PRUSSIA
BRANDENBURG
Berlin
Warsaw
SOUTH PRUSSIA
CLEVES
Rhine
SILESIA
Vistula River
FRANCE
River
AUSTRIAN EMPIRE
SWITZERLAND
Key
● city
river
Prussia during the rule of Frederick William I
areas gained by Prussia during the rule of Frederick the Great 1740-1786
areas gained by Prussia during the period from 1786-1797

The Growth of Prussia, 1740-1797



Frederick the Great

Frederick the Great worked hard to serve and strengthen his country. He seized the Austrian province of Silesia and plunged most of Europe into war. He later annexed West Prussia. His successes in war won him the title "the Great." He transformed Prussia from a small country into a major power and almost doubled his country's size. He also began great public works projects and encouraged industry and education in his country. When Frederick the Great died, Prussia was militarily, politically, and economically very strong.

Maria Theresa of Austria and the War of Austrian Succession

In the 18th century, the Hapsburg family ruled the Austrian Empire, located in the central part of Europe, just north of Italy. For hundreds of years, until 1914, the Hapsburg family ruled the Austrian Empire. Perhaps of all the Hapsburg rulers, the greatest was Maria Theresa, the eldest daughter of Austrian emperor Charles VI.

Maria Theresa (1717-1780)

Maria Theresa was the empress, archduchess of Austria, queen of Hungary and of Bohemia and wife of the Holy Roman Emperor Francis I. She was a very capable ruler, introducing reforms in the government, and maintaining a strong army. She married Francis of Lorraine in 1736 and arranged his election as emperor. Maria Theresa had 16 children. She arranged the marriage of her youngest daughter Marie Antoinette to Louis XVI, heir to the French throne.

Charles VI had no sons, and Hapsburg law forbade women to inherit Hapsburg land. Without a male heir to the throne, Maria Theresa's father worried that the leaders of Europe would not recognize his daughter as the Empress of Austria. In order to guarantee his oldest daughter's succession to the throne, he persuaded all the rulers in Europe to sign an agreement known as the *Pragmatic Sanction*. This agreement guaranteed that Maria Theresa would succeed to the throne as the Hapsburg Empress of the Austrian Empire.

Maria Theresa was on the throne for only two months when war broke out. In the typical European fashion of the period, France, Spain, and Prussia opposed Maria Theresa because she was a woman. Frederick the Great of Prussia marched Prussian armies into Austria and conquered Silesia in 1740. This began the War of Austrian Succession. He encouraged other European countries to ignore the Pragmatic Sanction.

This war was fought in different parts of Europe and in North America. It was actually a group of small battles. The war ended in 1748. There were two results: Frederick the Great was allowed to keep Silesia, a region of Austria in Central Europe, and Maria Theresa kept her throne.

Maria Theresa proved to be an excellent and beloved ruler of her people. She made nobles and clergy pay taxes. She took power away from the nobles and the clergy and set up a system of government which was more responsive to the people.

When Maria Theresa's husband Francis I died in 1765, her son, Joseph II became emperor because of the law of male succession. However, Maria Theresa, his mother, continued to hold all the power. She died in 1780. The Hapsburg emperors who followed Maria Theresa were poor rulers.

Practice

Answer the following using complete sentences.

1. Under whose reigns did Prussia become a major European power?

2. How did Frederick the Great strengthen his country? ____________

3. Which family ruled Austria in the 18th century and who was their greatest leader? ____________

4. Why was Maria Theresa an excellent ruler? ____________

Review

The 17th and 18th centuries saw the nations of Europe gaining in strength. One reason was the wealth generated by the colonies in the Americas, Africa, and Asia. As they became more powerful, the European nations also changed politically. England moved toward a constitutional monarchy, in which the monarch shared power with the Parliament. France moved toward an absolute monarchy, in which the king held all the power.

In spite of its isolation from the rest of Europe, Russia absorbed Western European ideas under leaders like Peter the Great and Catherine the Great. The German state of Prussia rose to power under Frederick William I and Frederick the Great, leading to conflict with Hapsburg-ruled Austrian Empire. Meanwhile, Poland was caught in the crossfire of European conflicts. Poland lost its lands to Russia, Austria, and Prussia.

The European nations established a balance of power by forming alliances. Whenever a country, such as Austria, seemed to be growing too powerful, other nations would form an alliance to oppose it. The cost of all this scheming was heavy taxation of the people for military purposes. This state of affairs led to a revolution in France late in the 18th century.

Practice

Use the list below to write the correct term for each definition on the line provided.

behead
commonwealth
consent
dictatorship
military
parliament
partition
revoke
tolerance

______________________ 1. respect for the opinions and practices of others

______________________ 2. a group of people who have the duty and power to make the laws of a country

______________________ 3. a nation or state that is governed by the people

______________________ 4. having to do with the army, soldiers, or war

______________________ 5. a government ruled by a person who has complete control over the life of the people

______________________ 6. to give permission

______________________ 7. to cancel or make something no longer useful

______________________ 8. to cut off someone's head

______________________ 9. to divide

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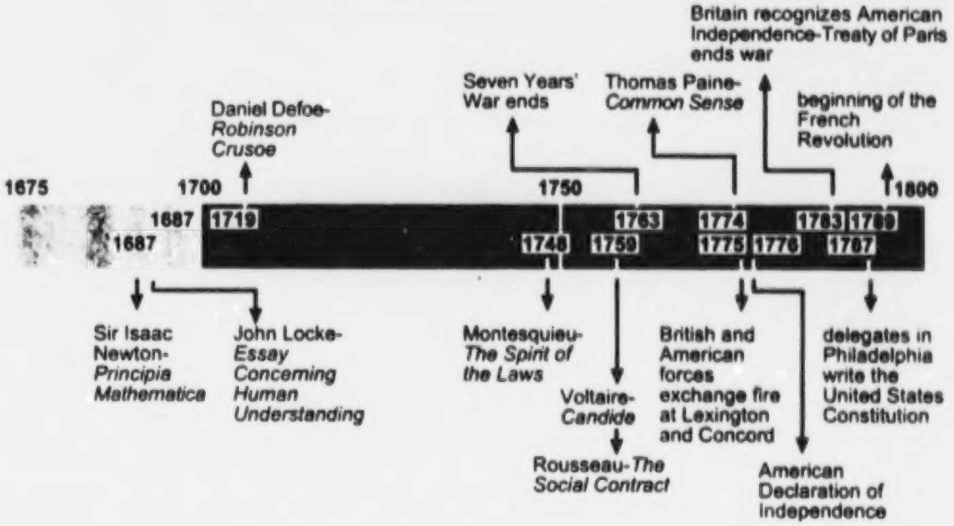
Unit 15: New Ideas Lead to Revolution (1700s)

Timeline of New Ideas Lead to Revolution


Britain recognizes American Independence-Treaty of Paris ends war
Seven Years' War ends
Thomas Paine-*Common Sense*
beginning of the French Revolution
Daniel Defoe-*Robinson Crusoe*
1675
1700
1750
1800
1687
1719
1763
1774
1783
1789
1687
1748
1759
1775
1776
1787
Sir Isaac Newton-*Principia Mathematica*
John Locke-*Essay Concerning Human Understanding*
Montesquieu-*The Spirit of the Laws*
Voltaire-*Candide*
Rousseau-*The Social Contract*
British and American forces exchange fire at Lexington and Concord
American Declaration of Independence
delegates in Philadelphia write the United States Constitution

This unit emphasizes how scientists, writers, and philosophers were able to bring about a period of enlightenment.

Unit Focus

- leaders in the scientific revolution
- ideas of individual thinkers and show how they relate to American ideas
- causes of the American Revolution

Vocabulary

Study the vocabulary words and definitions below.

contract	an agreement between two or more people
criticize	to say what is good or bad about something
frustration	disappointment caused by not being able to do or change something
guarantee	to promise something
philosopher	a person who tries to answer questions about the nature of man and man's search for meaning in life
revolution	the overthrow of a system of government or social system
right	a moral or lawful claim

New Ideas Lead to Revolution (1700s)

The Growing Middle Class

As European nations spent more and more money on exploration and discovery, the middle class composed of merchants, bankers, lawyers, and tradesmen rose to a position of importance and wealth. This was because the nobles and clergy would not take an interest in day-to-day business, and the peasants lacked the power to do so.

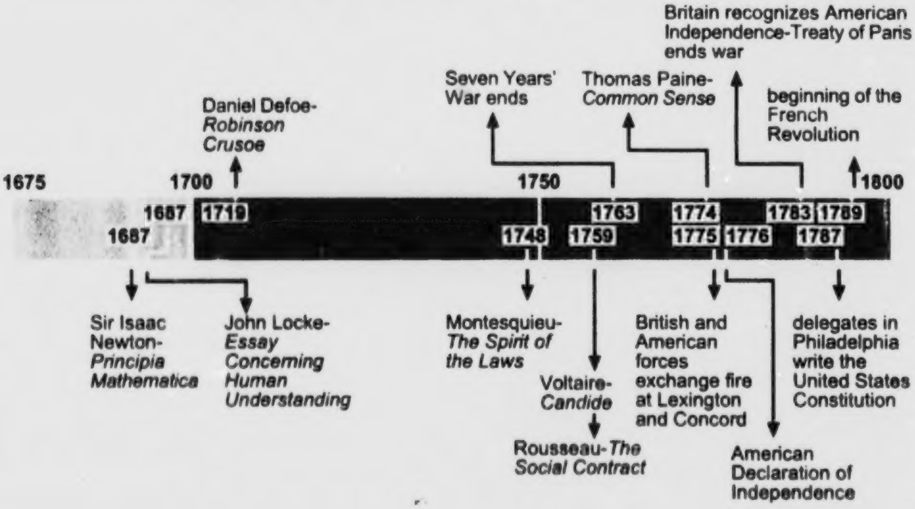
As countries such as England, France, Spain, and Holland built empires around the world, trading companies were set up which were run by middle-class merchants and bankers.

The middle class in England was represented in the House of Commons, which is similar to the House of Representatives in Congress. In France, members of the middle class were chosen to carry out policies of the government, such as tax collection.

The middle class, who paid taxes on their earnings to the government, was not only growing in size and wealth, it was gaining the strength to influence the way things were done.

The growing middle class brought about changes in the way people thought about themselves, their government, and the world around them. As the middle classes developed, they began to influence events in Europe and the world.

Timeline of New Ideas Lead to Revolution


Britain recognizes American Independence-Treaty of Paris ends war
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Thomas Paine-*Common Sense*
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Daniel Defoe-*Robinson Crusoe*
1675
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Sir Isaac Newton-*Principia Mathematica*
John Locke-*Essay Concerning Human Understanding*
Montesquieu-*The Spirit of the Laws*
Voltaire-*Candide*
Rousseau-*The Social Contract*
British and American forces exchange fire at Lexington and Concord
American Declaration of Independence
delegates in Philadelphia write the United States Constitution

The Age of Enlightenment

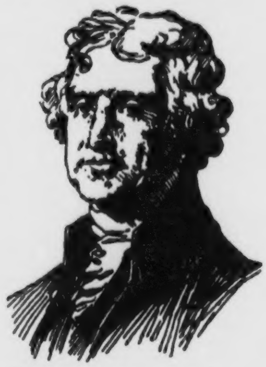
French soldier

The 18th century is often called the *Age of Enlightenment* or the Age of Reason. People of the middle class began to ask questions. The result of these questions was that the role of religion and government was going to be challenged and changed forever.

Many of these changes were going to be made through **revolution**. The first revolution took place in 1776 in the English colonies in America. The second revolution occurred in 1789 in France. The French Revolution changed forever the system of government known as absolute monarchy. These revolutions were made possible by key people who were able to express the **frustrations** of the people and their hope for the future.

Philosophies of Governing

John Locke was a **philosopher** who wrote about government. He said that all people have natural **rights** and that people set up governments to protect their natural rights. Locke wrote that there is a social **contract** between government and the people. If the government breaks the contract, Locke wrote, then the people have a right to form a new government. Thomas Jefferson studied Locke's ideas and used them when he wrote the Declaration of Independence.


Thomas Jefferson was directly influenced by Locke and Rousseau.

Baron de Montesquieu (Mon-te-scue), a French noble, wrote a book called *The Spirit of Laws*. He studied government. He wrote that government should have three parts: an executive branch to enforce laws, a legislature to make laws, and a court system to interpret laws. Jefferson studied the writings of Montesquieu. The United States of America formed its government based upon the writings of Montesquieu.

Voltaire was a Frenchman. He wrote plays which showed the foolishness of the French system of government in the 18th century. Voltaire believed that religion is important, but that it should be kept separate from politics. In the United States, this is called *separation of church and state*. Voltaire also wrote that people have a right to say what they wish, even if the government is **criticized**. Americans take freedom of speech for granted, but in the 18th century French people did not have this right. The first amendment to the Constitution of the United States **guarantees** freedom of speech.

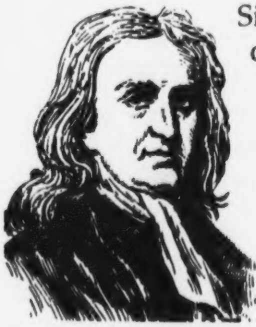
Jean-Jacques Rousseau (Roo-so) was born in Switzerland. He believed that people were good before they formed governments. He said that government brings the worst out in people. However, unlike John Locke, Rousseau was against revolution. He believed that honest elections would guarantee an honest government. He believed that government should represent the *general will* of the people. This means that the government is supposed to reflect what the people want. Thomas Jefferson read the books of Jean-Jacques Rousseau. Jefferson, like Rousseau, believed that to achieve good government through elections, it is important to educate the people.

Enlightenment Philosophers

John Locke	English philosopher	opposed absolute monarchs; wrote that people have a right to life, liberty, and property; believed people set up governments to protect their natural rights
Baron de Montesquieu	French noble	wrote a book called *The Spirit of Laws*; wrote that government should have three parts: executive, legislative, and judicial
Voltaire	French writer	wrote plays which showed the foolishness of the French system of government; an enemy of tyrants, he spent much of his life in exile; believed in separation of church and state
Jean-Jacques Rousseau	Swiss-born French writer and philosopher	believed people were good before they formed governments and that governments bring the worst out in people; believed that government should reflect what the people want

Other Notable Figures of the Age of Enlightenment

Denis Diderot (Dee-der-o), a Frenchman, gathered together many of the ideas of the enlightenment and wrote them down in an encyclopedia. It took Diderot 30 years to complete his encyclopedia. It became popular throughout Europe.


Sir Isaac Newton

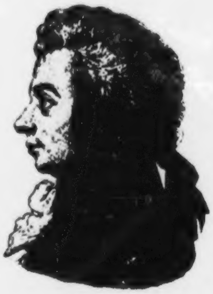
Sir Isaac Newton was a scientist. He discovered the laws of gravity and explained that the planets are kept in orbit because of gravity.

Edward Gibbon was an Englishman who served as a member of Parliament around the time of the American Revolution. He wrote a great history book called *The Decline and Fall of the Roman Empire*.

Daniel Defoe was a writer from England. He was one of the first to write novels. His greatest work, still popular today, is *Robinson Crusoe*.

Moliere was a French writer. He wrote comedies which made fun of the new middle class in France.

Mozart, like many great composers, came from Austria. His music has always been popular. Today, Mozart's music is representative of *classical music*.


Mozart

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Practice

Answer the following using complete sentences.

1. Who were the members of the middle class? ____________________

2. Why did the middle class rise to a position of importance and wealth? ____________________

3. What changes did the rise of the middle class bring about? ____________________

Practice

Use the list below to write the correct name by each description.

Daniel Defoe
Denis Diderot
Edward Gibbon
John Locke
Moliere
Baron de Montesquieu
Mozart
Sir Isaac Newton
Jean-Jacques Rousseau
Voltaire

________________________ 1. scientist who discovered the laws of gravity

________________________ 2. philosopher who wrote about government and natural rights of all people

________________________ 3. wrote plays that showed the foolishness of the French system of government; believed in separation of religion and government

________________________ 4. believed that people were good before they formed governments

________________________ 5. one of the first novelists; wrote *Robinson Crusoe*

________________________ 6. classical composer from Austria

________________________ 7. member of Parliament who wrote about the fall of the Roman empire

________________________ 8. Frenchman who wrote comedies making fun of the new middle class in France

________________________ 9. French noble who wrote that government should have three parts

________________________ 10. Frenchman who compiled ideas of the Enlightenment into an encyclopedia

The Revolt of the English Colonies in America

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."

Thomas Jefferson wrote these words, which are at the beginning of the Declaration of Independence of the English colonies in North America. These words show that the ideas of the Age of Enlightenment were very important to the leaders of the English colonies in North America. Many historians believe that Thomas Jefferson, more than anyone else alive at the end of the 18th century, understood these ideas.

Thomas Jefferson...

- was a lawyer.
- was a governor of Virginia.
- was a minister to France, representing the United States.
- was Secretary of State under George Washington.
- was Vice President under John Adams.
- was the third President of the United States.
- was an architect—designed his own home, "Monticello."
- studied chemistry, music, religion, philosophy, and education.
- founded the University of Virginia.
- died exactly 50 years after signing the Declaration of Independence.

What do these words from the Declaration of Independence tell us? The most important ideas are as follows:

- No one is better than anyone else.
- We are born with certain rights which cannot be taken away from us.
- We are free to live our lives without being told what to do by our government.
- Our freedom must never be taken away from us.
- We have a right to seek happiness in everything we do.

Causes of the Revolution

The American colonies were first settled in the early part of the 17th century. For about 125 years, the English government left the colonies alone. When a war was fought in America between England and France in 1763, it cost a great deal of money. During this war, the colonies helped the English. This war is known in American history as the *French and Indian War*. The English won.

The English government decided that the people in the colonies should pay additional taxes to help keep an English army in America. People in the colonies were angry. They neither wanted English soldiers living among them once the war was over nor did they want to pay to keep them there. The people of the colonies felt that if they were going to pay taxes, they should be able to send elected representatives to the English Parliament. The English government disagreed.

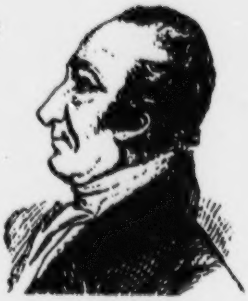
Between 1765 and 1775, the English government passed some laws which made the colonies very angry. Here are some examples:

- English soldiers could live in colonists' homes.
- Colonists had to send all raw materials to England where goods were manufactured. Thus, colonists had to buy back goods made with their own raw materials.
- Colonists had to pay a special tax on everything they were forced to buy from England.

Unfortunately, most leaders in England did not want to accept the fact that there were problems in the colonies. Also, the English government did not follow a consistent policy towards the colonies. In other words, the English government did not follow a straight course.

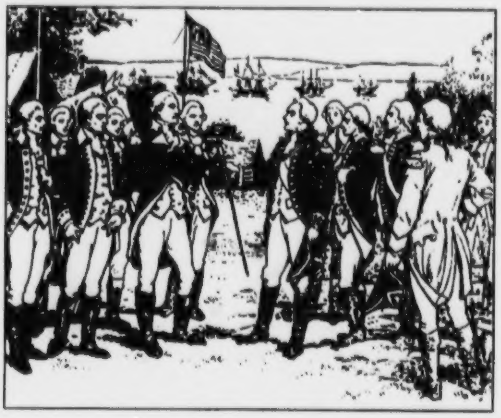
The goal of the English government was to make sure the colonies knew who their boss was, but it was unable to decide how to reach its goal. By always changing its mind, the English government actually made things worse.

The Fight for Freedom



Thomas Paine

The American Revolution began in 1775 at the Battle of Lexington near Boston. Many battles were fought. Americans began to unite and support the war effort. A man named Thomas Paine wrote a pamphlet called *Common Sense*. It called upon all citizens to support the colonies. The revolution ended in 1787 when American and French soldiers defeated the English at Yorktown, Virginia. The peace treaty, the Treaty of Paris, was signed in September 1783.



Yorktown

Going into the revolution, the colonists faced many difficulties, including few weapons, an untrained army, and a shortage of supplies including bullets, food, and clothing. The colonists won their freedom for three major reasons: 1) George Washington was able to figure out how to defeat or wear down the British army; 2) France assisted with money, troops, a navy, generals, and supplies; and 3) the English government mishandled the whole war. The English government did not understand the problems faced by their soldiers. Many soldiers and generals refused to fight against the colonists. Other important reasons for the colonists' victory were as follows.

- The colonists were fighting on land which they knew very well.
- The colonists believed in what they were fighting for.
- The colonists received help from enemies of England.
- English soldiers were fighting far away from home.

Four important results of the American Revolution were as follows:

1. The United States of America was formed.
2. A new type of government was created, called a *republic*. There was no king. The government was responsive to the people. The people were given rights in a written constitution.
3. The American Revolution gave people in Europe a chance to see that government does not have to be cruel.
4. The American Revolution inspired other revolutions and served as a model. This was especially true for the French people, who revolted against the French system of government in 1789.

Practice

Answer the following using complete sentences.

1. What were three major causes of the American Revolution?

____

____

____

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2. What are six reasons why the colonists won the Revolutionary War?

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____

3. What were the important results of the American Revolution?

Review

As the 18th century progressed in Europe, two related things happened: 1) the middle class grew in wealth, status, and power, and 2) new ideas began to circulate in society which questioned the traditional roles of religion and state in people's lives. The ideas put forth during the Age of Enlightenment suggested that all people were born with common rights and that new, more representative forms of government were needed to secure these rights for everyone.

The freethinking mood of the Age of Enlightenment made possible events like the American Revolution. When the colonists found themselves being taxed without elected representation in the English Parliament, they acted upon the ideas of John Locke. Locke wrote that if a government breaks its contract with the people, the people have a right to form a new government. The colonists thought that they should only be taxed if they were allowed to have representatives in Parliament. Since the English government refused to grant them such representation, the colonists felt they were justified in staging a revolution. The success of the American Revolution helped to pave the way for others, such as the French Revolution.

Practice

Use the list below to write the correct term for each definition on the line provided.

contract
criticize
frustration
guarantee
philosopher
revolution
right

____________________ 1. the overthrow of a system of government or social system

____________________ 2. disappointment caused by not being able to do or change something

____________________ 3. person who tries to answer questions about the nature of man and man's search for meaning in life

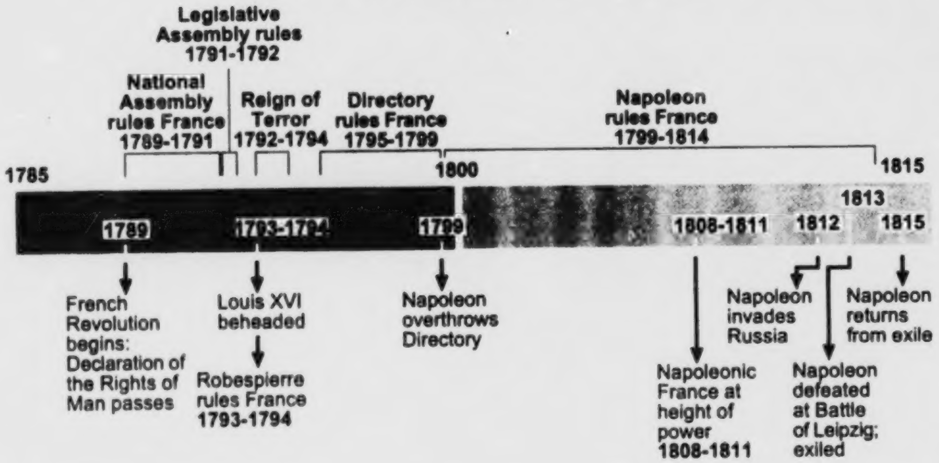
____________________ 4. a moral or lawful claim

____________________ 5. an agreement between two or more people

____________________ 6. to say what is good or bad about something

____________________ 7. to promise something

Unit 16: The French Revolution (1789-1815)


Timeline of the French Revolution

Legislative Assembly rules 1791-1792
National Assembly rules France 1789-1791
Reign of Terror 1792-1794
Directory rules France 1795-1799
Napoleon rules France 1799-1814
1785
1800
1815
1789
1793-1794
1799
1808-1811
1812
1813
1815
French Revolution begins: Declaration of the Rights of Man passes
Louis XVI beheaded
Robespierre rules France 1793-1794
Napoleon overthrows Directory
Napoleonic France at height of power 1808-1811
Napoleon invades Russia
Napoleon defeated at Battle of Leipzig; exiled
Napoleon returns from exile

This unit emphasizes how heavy taxes and a lack of representation in government inspired the revolt in France and the rise and fall of Napoleon Bonaparte as emperor of France.

Unit Focus

- reasons for discontent among the French people during the reign of Louis XVI
- comparisons between the Old Regime and the New Regimes in France
- influence of Napoleon

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Vocabulary

Study the vocabulary words and definitions below.

absolute monarch	a king or queen who has complete or unlimited powers over the government and its people
bourgeoisie	the middle class; the upper level of the Third Estate; wealthier city-dwellers such as lawyers, doctors, merchants
conservatives	people who want to keep existing conditions and ways; they oppose change in government
depose	to force someone to leave a position of authority
drought	a period of dry weather; lack of rain
Enlightenment	an 18th century movement that encouraged the right to self-expression, equality, and justice
Estates-General	lawmaking body in France that had little power and represented three groups: the clergy (the First Estate); the nobles (the Second Estate); the common people (the Third Estate)
guillotine	a machine for beheading persons by the fall of a weighted blade that slides between two upright guides

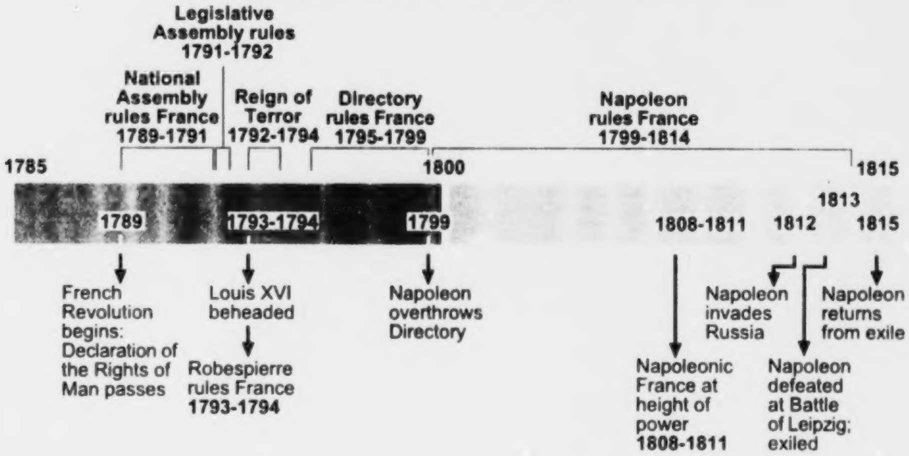
inflation	a sharp increase in prices while the value of money decreases
Jacobins	a radical political party that came to power during the Reign of Terror
limited monarchy	a government headed by a king or queen who has restricted or limited powers
moderates	people who oppose radical or extreme views or beliefs, especially in politics and religion; favor limited reforms
monarch	a king or queen who rules a government or state
monarchy	a government or state in which a king or queen has supreme power
radicals	people who want quick or revolutionary changes in government
republic	system of government in which officials are elected by the citizens
revolution	an overthrow of a government or social system
strike	stopping of work or services by a group of people to protest certain conditions
triumph	a victory

The French Revolution (1789-1815)

A Revolt Against Unfair Practices

Perhaps one of the most important events in the history of the world was the French **Revolution**, which took place in 1789. The French Revolution was a violent revolt against the king and his government. This revolution produced major political, economic, and social changes in France and other parts of the world.

Timeline of the French Revolution


Legislative Assembly rules 1791-1792
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Napoleon returns from exile

The French Revolution is an example of people successfully revolting against the unfair practices of their government. For centuries, the French government had heavily taxed its merchants, workers, and peasants. Many of these people—especially the peasants—were very poor. Peasants were forced to pay rents and feudal dues. They paid with money, crops, and free labor to the nobles and clergy, which made them even poorer. In contrast, nobles and clergy did not have to pay most taxes, even though they were often very wealthy.

When the poor people of France no longer were willing to pay such high taxes and rents, they revolted against the king and his government. They were led by merchants and professionals who wanted a fairer tax system and more voice in government. Some members of the nobility and clergy even joined them.

The Old Regime

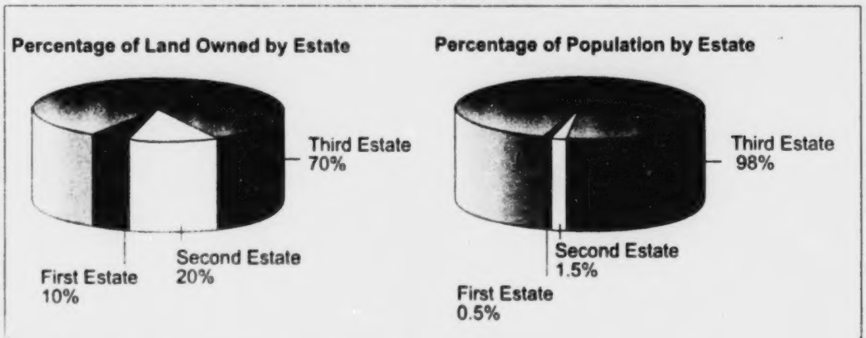
The years before 1789 in France were called the *Old Regime*. Old regime means *old system of government*. In the Old Regime the French people were divided into three groups. These groups were called *estates*.

The First Estate was the clergy of the Roman Catholic Church. The First Estate was also the smallest estate. Many members of the clergy were wealthy nobles. They did not have to pay most taxes.

The Second Estate was the nobles. They owned almost 20 percent of the land. Nobles also had many special rights and privileges. Only nobles held the highest positions in government, the church, and the military. They did not have to pay many of the taxes that the peasants had to pay.

The Third Estate was the largest and included everyone else, the commoners, middle class, and peasants. Its wealthiest members were bankers, merchants, businessmen, lawyers, and doctors. They were often well-educated. These people came to be known as the **bourgeoisie**. Many of them resented having to pay more taxes than the nobles. They also called for reforms that would give them more political power. Artisans and workers also made up a small part of the Third Estate. The largest group of the Third Estate was the peasants. Peasants sometimes farmed their own land and sometimes worked land belonging to a noble. Although the peasants could least afford it, they were hit the hardest by both church and government taxes.

Land Ownership and Population in France, 1789

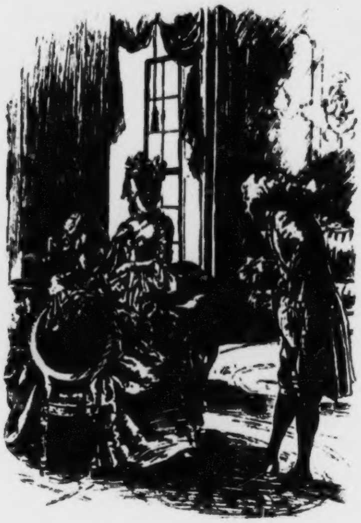


First Estate **clergy of the Roman Catholic Church**	**Second Estate** **nobles**	**Third Estate** **city-dwelling middle class or bourgeoisie (bankers, merchants, businessmen, lawyers, doctors); urban lower class (artisans, workers); and peasants**

Daily Life in 18th Century France: A Contrasting Picture of the Very Rich and the Very Poor

An observer of life in 18th century France would have been struck by the great difference in wealth between each group of people. Many of the very poor people barely survived from day to day. In contrast, the rich tended to be very rich. They spent money on pleasure while the poor often went hungry.

Peasant men, women, and children wore tattered clothing and worked in the fields. Their huts were tiny and cramped. In the cities, thousands of people lived in miserable conditions. Narrow streets were filled with garbage; people in filthy clothing shopped at the market, and animals and children played in the streets. Sometimes a group of armed guards would clear a path in the street so horse-drawn carriages could carry well-dressed nobles and clergymen to palaces outside the cities.

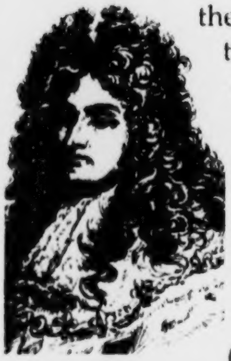


Overlooking the peasants' villages might be a giant palace high up on a hill. At their palaces, men, women, and children wearing silk clothing stitched with gold thread strolled in their gardens. Inside the palaces, beautiful art hung or was painted on the walls. Hand-carved furniture was found everywhere. In each room of the palace there would be a large fireplace with fancy, beautifully carved wood. Some women and children might be listening to music played on a piano-type instrument or harp, while the men played cards. Most likely, though, the men would be out hunting in the forests.

Causes of the French Revolution

Inequality

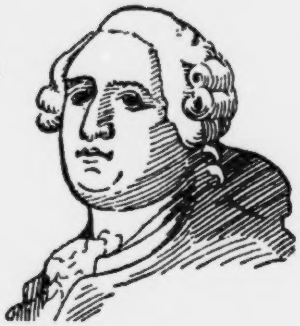
To understand the causes of the French Revolution, first think about what we study in history. We study about great leaders, glorious wars, giant palaces, beautiful art, magnificent cathedrals, and famous statues. All of


Louis XIV

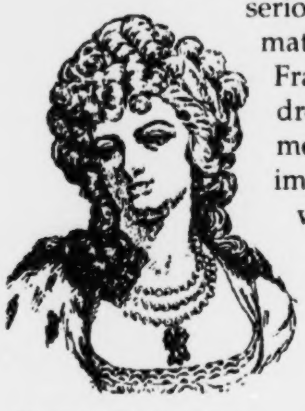
these are impressive. However, we must realize that all of these achievements had a price. The majority of the common people (peasants and the working class) paid the costs—both in money and life—and a few very rich people benefited.

The practice of the poor paying to benefit the wealthy was common in the 1700s in France. For example, the government taxed the poor to pay for debts Louis XIV ran up while fighting foreign wars during his reign (1643-1715). In addition, expensive court life and money spent on palaces and parties by France's **monarchs** during the 1700s further increased this debt. By Louis XVI's reign (1774-1792), the French **monarchy** was nearly bankrupt.

The Failing French Economy


Louis XVI

In the late 1700s, the French economy suffered many setbacks. These economic problems included unemployment, **inflation** (a sharp increase in prices), and a poor harvest. There were not enough jobs to go around because the population was increasing faster than job opportunities. Therefore, many French people were unemployed. Prices were rising faster than wages. Goods were scarce. With rising prices and fewer goods, inflation became a serious problem. To make matters worse, **drought** hit France in the 1780s. The drought was followed by a poor harvest, which meant little food for the people. However, the most important reason the French economy was in trouble was because large sums of money were being spent to help the American colonies win independence from England. By 1789 the French government had no money in its treasury, yet King Louis XVI and Queen Marie Antoinette spent, spent, spent! Their uncaring attitude increased the anger of the French people toward the government.


Queen Marie Antoinette

7.6

Reaction to Problems

The French kings, rich nobles, and clergy saw the unrest among the people. They knew the people suffered financial hardships, but they made little attempt at reforms to help the people who suffered most. The majority of the powerful and privileged classes opposed reform. When the king tried to solve the financial problems by taxing the wealthy classes, he found that he was not powerful enough to change the tax laws. Meanwhile the middle-class population, inspired by reading the books of the **Enlightenment** and by the success of the American Revolution, was demanding equality and more participation in the government.

The French People Could Take No More

In 1789 France was like a balloon ready to burst. The social structure was unfair to most of the people. The common people worked long hours, nearly every day of their lives. Although they paid large amounts of their wages to the government and church in the form of taxes, the common people in 18th century France had few rights. The middle class, angry at the nobles and clergy, asked for reforms. The middle class wanted to have a share of the political power. Most nobles and clergy were against reform; they wanted to maintain the *status quo*, or keep things the way they were.

Causes of the French Revolution

inequality between the rich and the poor people	**failing French Economy**, which included unemployment, inflation, drought, poor harvest, large sums of money being spent to help Americans win independence from England, and royalty spending money that was not there	**reaction to problems** by the French kings, nobles, and clergy—although they knew the poor were suffering, they did little to help them	**French people could take no more** of long work hours, high taxes, and few rights

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a sharp increase in prices while the value of money decreases

______ 2. a period of dry weather; lack of rain

______ 3. an overthrow of a government or social system

______ 4. the middle class; the upper level of the Third Estate; wealthier city-dweller such as lawyers, doctors, merchants

______ 5. a king or queen who rules a government or state

______ 6. an 18th century movement that encouraged the right to self-expression, equality, and justice

______ 7. a government or state in which a king or queen has supreme power

A. bourgeoisie

B. drought

C. Enlightenment

D. inflation

E. monarch

F. monarchy

G. revolution

Practice

Use the list below to complete the following statements.

clergy
Enlightenment
nobles
palaces
peasants
reforms

1. The bourgeoisie resented having to pay more taxes than the ______________________ .

2. The ______________________ were hit hardest by church and government taxes.

3. The nobles and ______________________ often enjoyed themselves in beautiful palaces overlooking filthy villages where peasants lived.

4. Taxes on poorer French people were used to pay for foreign wars and beautiful ______________________ , where monarchs held lavish parties.

5. The king, nobles, and clergies did not attempt any meaningful ______________________ to help those who were suffering hardships.

6. During the Age of ______________________ , 18th century thinkers encouraged people to challenge the authority of their government and demand equality and justice.

Practice

Answer the following using complete sentences.

1. Why was the situation in France before 1789 like a balloon ready to burst? ______________________________

   ____

   ____

   ____

2. What was the attitude of the French king towards the problems of the French people? ______________________________

   ____

   ____

   ____

3. Describe the life of the following people in 18th century France.

   peasant: ______________________________

   ____

   ____

   city dweller: ______________________________

   ____

   ____

noble:

4. What were three reasons for the weak French economy before 1789?

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. inspired the middle class to demand equal rights and justice from the French government

_____ 2. included bankers, lawyers, artisans, workers, and peasants

_____ 3. ran up huge debts fighting foreign wars

_____ 4. included the clergy of the Roman Catholic Church

_____ 5. had to pay heavy taxes and feudal dues

_____ 6. included nobles, who held the highest positions in government, the church and the military

_____ 7. the years before 1789

A. Age of Enlightenment

B. First Estate

C. Louis XIV

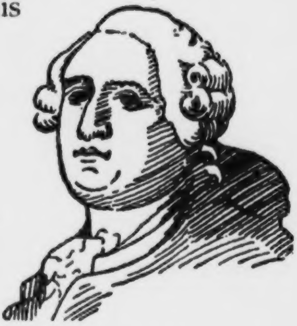
D. peasants

E. Second Estate

F. The Old Regime

G. Third Estate

The Third Estate Organizes the National Assembly



Louis XVI

Members of each of the three Estates were represented in the **Estates-General**, the parliament of France. This body had not met for many years, but in May of 1789, King Louis XVI called the Estates-General to meet in Versailles (Ver-sigh) near Paris to discuss financial problems that faced the nation. From the beginning, there was a dispute over voting procedures. This confusion over voting procedures led to a power struggle among the three groups in the Estates-General. The clergy and nobility, or First and Second Estates, wanted each estate to have one vote so they could outnumber the common people, or Third Estate, two to one. The Third Estate felt that the three estates should meet together and that each member should have a vote. Since there were as many members in the Third Estate as in the other two combined, this would give the Third Estate more of a chance to win some reforms.

French citizens came from all over the country to cheer for members of the Third Estate—clearly the Estate represented the majority of the French people. Even some members of the clergy were in favor of giving peasants more rights and fewer taxes.

The king refused to change the voting procedure of the three Estates. The single vote of the Third Estate was outnumbered by the two votes of the First and Second Estates. In early June 1789, the powerless Third Estate went on **strike**, or quit working. They formed a new group and called themselves the *National Assembly*. This act was the first real act of the French Revolution. In the meantime, the king called another meeting at Versailles. This time Louis XVI would not allow the Third Estate to join the meeting.

On June 20, members of the Third Estate found the hall where their National Assembly was meeting occupied by the king's troops. These members then moved to another large building—the royal *indoor tennis court*. There the Third Estate voted on its own plan. Members of the Third Estate said that their National Assembly would write a constitution for the country. They swore not to separate till they had a written constitution for France. Of the 577 members, all but one accepted this oath known as the

Tennis Court Oath. The king realized that the National Assembly was powerful. He did not want the Third Estate alone to draw up a constitution. He ordered the first two estates to join the Third Estate in the National Assembly. Fearing trouble, he also called for the army to come to Paris.

He told the National Assembly that the army was there to protect them. However, he told his wife and close advisors that the army was there to force the members of the National Assembly to go home.

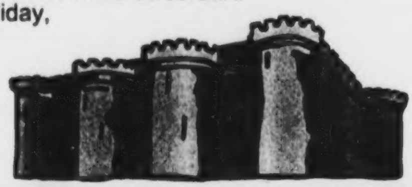
While the National Assembly was meeting, the people of Paris were going wild. Mob violence was everywhere. Believing that the king planned to dissolve the National Assembly and stop reforms, the, citizens reacted violently. The spirit of rebellion against the government had spread. People heatedly debated on the streets and in cafes. Many fights broke out among people with conflicting views.

Increasing Violence

On July 14, 1789 the first act of the Revolution took place. Mobs in Paris and throughout other cities attacked government prisons in search of weapons to defend the National Assembly against the king's troops. The government prison in Paris was called the *Bastille* (ba-steel). The attack on the Bastille became the symbol for the French Revolution. The prison was a symbol of everything wrong with France. It symbolized the power and unfairness of the French monarchy. Today, the French celebrate July 14th as their Independence Day. It is still known as *Bastille Day*.

Bastille

The Bastille was a famous prison in Paris that stood as a hated symbol of oppression to the French people. It had been used to house political prisoners but was almost empty by the time it was stormed and destroyed on July 14, 1789 by the revolutionists. Ever since then, the people of France have celebrated that date as a national holiday, the way we celebrate our Independence Day on the fourth of July. Bastille Day is celebrated with parades, music, and dancing in the streets.



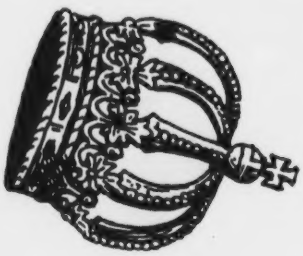
The National Assembly Made Many Reforms

The Rights of Man

In August of 1789, the National Assembly passed the *Declaration of the Rights of Man*. This gave all male citizens equal rights before the law. The new laws ended special privileges for the nobles and the clergy. The declaration stated that all political power came from the nation or the people. It also gave the people freedom of speech, of the press, and of religion, as well as the freedom to own property. Unfortunately, and very importantly, the National Assembly did not grant these rights to women.

A Limited Monarchy

Until the Declaration of the Rights of Man, Louis XVI had been an **absolute monarch**. He had complete and unlimited power over the French government and people. Louis XVI did not want to give up his powers. The new constitution created a **limited monarchy** that was similar to the British government. Louis XVI's power was now restricted. However, the king still held the power to delay new laws.



A State-Controlled Church

The French government took over church lands. The Catholic church lost its right to choose church officials and clergy. The assembly ruled that church officials and priests were to be elected by property owners and paid as state officials. Many devout French peasants still supported their parish priests. Consequently, these changes in the Catholic church divided the peasants and the bourgeoisie.

The King Moves to Paris

During September of 1789, the crowds in the streets grew angrier and violence increased. One night a crowd of people, after drinking too much wine, marched to Versailles. At three o'clock in the morning, the crowd reached the palace at Versailles. They yelled for Louis to come to the window of his bedroom. Afraid for his life and his family, Louis appeared. He promised to sign the Declaration of the Rights of Man. He also promised to move to Paris. By early October, both the royal family (Louis, his wife, and children) and the National Assembly were in Paris. Louis had actually become a prisoner of the people. Every move he made was carefully watched. Meanwhile, the National Assembly began to write a constitution for France.

In early 1791, a French constitution was completed. All the programs of the Old Regime were removed. Men were given equal rights, including the right to vote for their leaders. The king would remain, but his power was greatly limited now. There were still imbalances of power, however. For example, only property owners could hold office. After telling all of the French people that they had a new constitution, the National Assembly broke up on September 30, 1791.

From May 1789 to September 30, 1791, the French system of government and the whole French social system were changed. However, the Revolution was not over. In fact, it was just beginning.

Practice

Use the list below to write the correct term for each definition on the line provided.

absolute monarch
Estates-General
limited monarchy
strike

________________________ 1. stopping of work or services by a group of people to protest certain conditions

________________________ 2. lawmaking body in France that had little power and represented three groups: the clergy (the First Estate); the nobles (the Second Estate); the common people (the Third Estate)

________________________ 3. a king or queen who has complete or unlimited powers over the government and its people

________________________ 4. a government headed by a king or queen who has restricted or limed powers

Practice

Answer the following using complete sentences.

1. Why did Louis XVI call the Estates-General to meet in 1789? ______________________________

____

____

____

____

2. When the Estates-General met in 1789, which estate represented the most people? ______________________________

____

____

3. What did the prison called the Bastille represent to many revolutionaries? ______________________________

____

____

____

____

____

____

____

4. What freedoms are included in the Declaration of the Rights of Man?

5. What happened to the French government and social system between May 1789 and September 30, 1791?

The Legislative Assembly

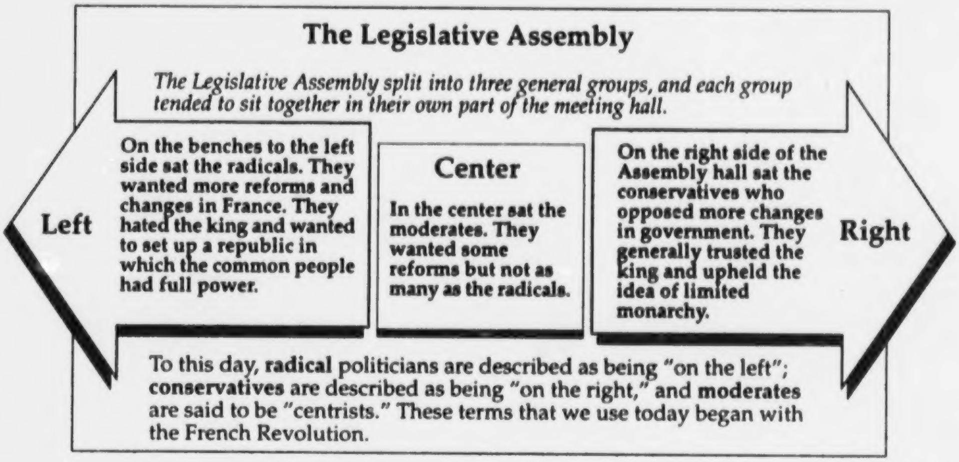
The next period of the French Revolution began October 1, 1791, and lasted until August 10, 1792. The National Assembly stepped down from power after having completed its new constitution. It was followed by a newly elected group called the *Legislative Assembly*.

The Nobility Asks for Help

During the period of the Legislative Assembly (October 1, 1791 to August 10, 1792), many nobles and clergy left the country. The nobles who left France asked the kings of other European countries to help return the monarchy to France. The king and queen of France were sending secret letters to other kings and queens in Europe begging for help to restore the monarchy. The French people were fearful that the other European countries were surrounding France in order to bring back the system of absolute monarchy.

France Was Split by Factions

The Legislative Assembly split into three general groups. Each group sat together in the meeting hall. On the right sat the **conservatives,** those who opposed more changes in government. They wanted to keep a limited monarch. On the left side sat the **radicals**. They wanted more reforms and changes in France. They wanted to set up a **republic** and do away with any form of monarchy. In the center sat the **moderates**. They wanted some reforms but not as many as the radicals. Outside the government, there were other extreme groups as well.



The Legislative Assembly

The Legislative Assembly split into three general groups, and each group tended to sit together in their own part of the meeting hall.

Left

On the benches to the left side sat the radicals. They wanted more reforms and changes in France. They hated the king and wanted to set up a republic in which the common people had full power.

Center

In the center sat the moderates. They wanted some reforms but not as many as the radicals.

Right

On the right side of the Assembly hall sat the conservatives who opposed more changes in government. They generally trusted the king and upheld the idea of limited monarchy.

To this day, **radical** politicians are described as being "on the left"; **conservatives** are described as being "on the right," and **moderates** are said to be "centrists." These terms that we use today began with the French Revolution.

Louis XVI

In August 1791, the king of Prussia and emperor of Austria urged European leaders to restore the monarchy in France. The Legislative Assembly feared an invasion by European forces. In April 1792, the Legislative Assembly demanded that King Louis XVI declare war on Austria. Each group in the Legislative Assembly thought a foreign war would benefit their interests. They forced King Louis XVI to declare war on Austria in April 1792.

Within a few weeks, the National Assembly's fear came true, and France was invaded by both Austria and Prussia. Paris was in danger of being captured. The Prussian king told the French people that if any member of the French royal family were hurt, the French people would suffer. The Prussian king's threat only helped unite the French people. More and more people throughout France were feeling the revolutionary spirit. They hoped that the war would give them a chance to spread their revolution to all the peoples of Europe.

The French Army Is Victorious

The Prussians and Austrians were slowly winning the war. However, the peasants and the middle class had too much to lose if France were defeated. The French gathered strength and defeated a large Prussian and Austrian army in early September. The French revolutionary army had **triumphed**. Prussian and Austrian soldiers were forced out of France.

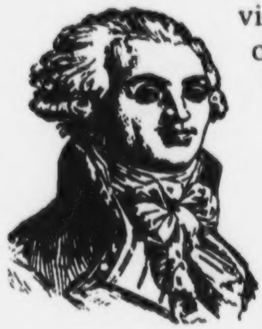
The End of the Legislative Assembly

The Legislative Assembly gave up on the idea of a limited monarchy. The Constitution of 1791 was set aside, and the king was **deposed**. Louis XVI was king no longer. The Assembly then ended its own existence by calling for the election of a new legislature. The new government was called the *National Convention*. The members of the National Convention met and declared France to be a republic. This was known as the *First French Republic*. A new constitution was written.

The King and Queen Die

Louis XVI was no longer the king. Under the First French Republic, he was now a common citizen. Many radicals believed he had betrayed his country to foreign armies to keep his power. Louis XVI was eventually tried and found guilty as an enemy of the state. On January 21, 1793, Louis XVI was taken to a place in Paris called the *Place de la Revolution*. He was told to kneel. His head was placed on a block. At 10:21 a.m., he was beheaded by a machine known as the **guillotine**. Marie Antoinette, the queen, was later beheaded in October 1793.

The Reign of Terror



Robespierre

The French Revolution was about to enter its most violent period. Historians call the period from the end of 1792 through July 1794, the *Reign of Terror*. It was a bloody period. About 21,000 French people were guillotined during the Reign of Terror.

During this period, both men and women of the middle class joined political clubs. The most radical of these clubs was the **Jacobins**. The most famous Jacobin and notorious leader of the Reign of Terror was Robespierre (robes-pee-yair). During the Reign of Terror, French society underwent many changes. Some changes were as follows:

- a new calendar was developed with no Sundays and new names for the months
- no jewelry could be worn
- no person could be named Louis
- churches were renamed
- all people would address each other as *citizen*, to show that everyone was equal in society

In the summer of 1793, the National Convention formed the Committee of Public Safety. As head of this committee, Robespierre decided who was an enemy of the republic. Those accused were tried in the morning and guillotined that very afternoon. From July 1793 to July 1794, he ruled

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France as a dictator. By October of 1793, the radicals began to turn on each other. Many leaders who had helped set up the republic were executed. Many of the leaders of the Reign of Terror became victims of their own terror. For example, Robespierre was beheaded on July 28, 1794. The Reign of Terror ended in July 1794. Besides the 21,000 French people who were beheaded, 19,000 others died in prisons or in massacres. Most of the victims were innocent peasants or bourgeoisie, common people for whom the revolution had supposedly been fought.

With all the problems in France during the Reign of Terror, several important changes came out of it.

- Monarchy was replaced with a republican government.
- The new government could begin the work of putting the ideas of the revolution into practice.
- Workers and peasants were given new political rights.
- Free schools for children were started.
- Price controls and laws creating taxes based on income were passed.

The French showed people around Europe that revolution is not only possible but could be successful. Foreign invaders were unable to stop the revolution. The French were able to export the ideas of the revolution. Because of this, European monarchs were frightened.

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. a victory

______ 2. people who want quick or revolutionary changes in government

______ 3. a machine for beheading persons by the fall of a weighted blade that slides between two upright guides

______ 4. people who want to keep existing conditions and ways; they oppose change in government

______ 5. to force someone to leave a position of authority

______ 6. a radical political party that came to power during the Reign of Terror

______ 7. people who oppose radical or extreme views or beliefs, especially in politics and religion; favor limited reforms

______ 8. system of government in which officials are elected by the citizens

A. conservatives

B. depose

C. guillotine

D. Jacobins

E. moderates

F. radicals

G. republic

H. triumph

Practice

Answer the following using complete sentences.

1. How long did the period of the Legislative Assembly last? ________

2. During the period of the Legislative Assembly, what kind of monarchy existed? ________

3. Which two countries invaded France in April 1792? ________

4. How were people executed during the French Revolution? ________

5. How did the French people react to the invasion in 1792? ________

6. What is the period in France from 1792 through 1794 called? ________

7. What were some of the important changes resulting from the French Revolution? ____

____

____

____

____

____

____

____

8. Why did the successful revolution in France worry other rulers in Europe? ____

____

____

____

____

____

Practice

Use the list below to write the correct term for each definition on the line provided.

conservatives
King Louis XVI
moderates
National Convention
radicals
Robespierre

________________________ 1. replaced the Legislative Assembly and declared France a republic

________________________ 2. wanted to set up a republic and do away with any form of monarchy

________________________ 3. beheaded at Place de la Revolution in 1793

________________________ 4. opposed changes in French government

________________________ 5. notorious leader of Reign of Terror

________________________ 6. wanted some reforms; sat in the center at Legislative Assembly

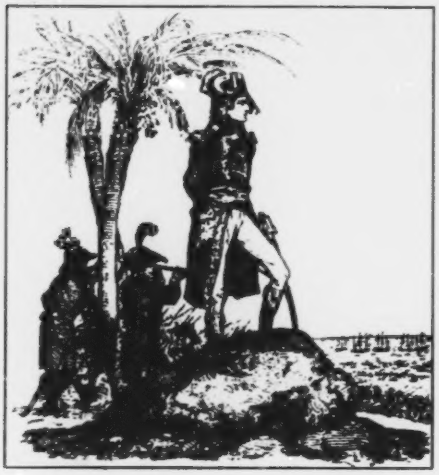
The Directory: A New French Government Full of the Old Ways

After the death of Robespierre, the violence in France stopped, at least for a while. In 1795 the National Convention wrote a new constitution. France would continue as a republic. In this new constitution, five men were put in charge of the executive office, called the *Directory*. Consequently, this government was also known as the *Directory*. France was beginning to suffer from many of its pre-revolutionary political problems. Power was now in the hands of a small group of men. The constitution gave the right to vote only to those who owned property. The wealthier members of France had regained their influence in government.

The new government was as corrupt as many of the old ones. It, like the ones before it, was unable to solve the country's problems. The majority of the French population was prevented from participating in the government and the legislature. Most French families, for example, were once again unable to pay the high price for food, housing, and clothing. As a result, many people wanted to bring the monarchy back as a way of restoring law and order. The time seemed ripe for a strong leader to seize power.

Napoleon Rises to Power

Napoleon Bonaparte, a brilliant young officer, had fought on the side of the revolutionaries in the French Revolution. He became a general at the age of 24 and a national hero. His military victories against foreign enemies of France made him famous. He quickly moved to overthrow the unpopular Directory government. In 1799 the Directory period ended, and Napoleon took control of France. In the same year, Napoleon wrote another constitution which gave himself most of the power in France. Napoleon could do this because the French people believed he could end the violence of the Revolution, and Napoleon had the support of the army, which could control the people.


Napoleon Bonaparte

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Practice

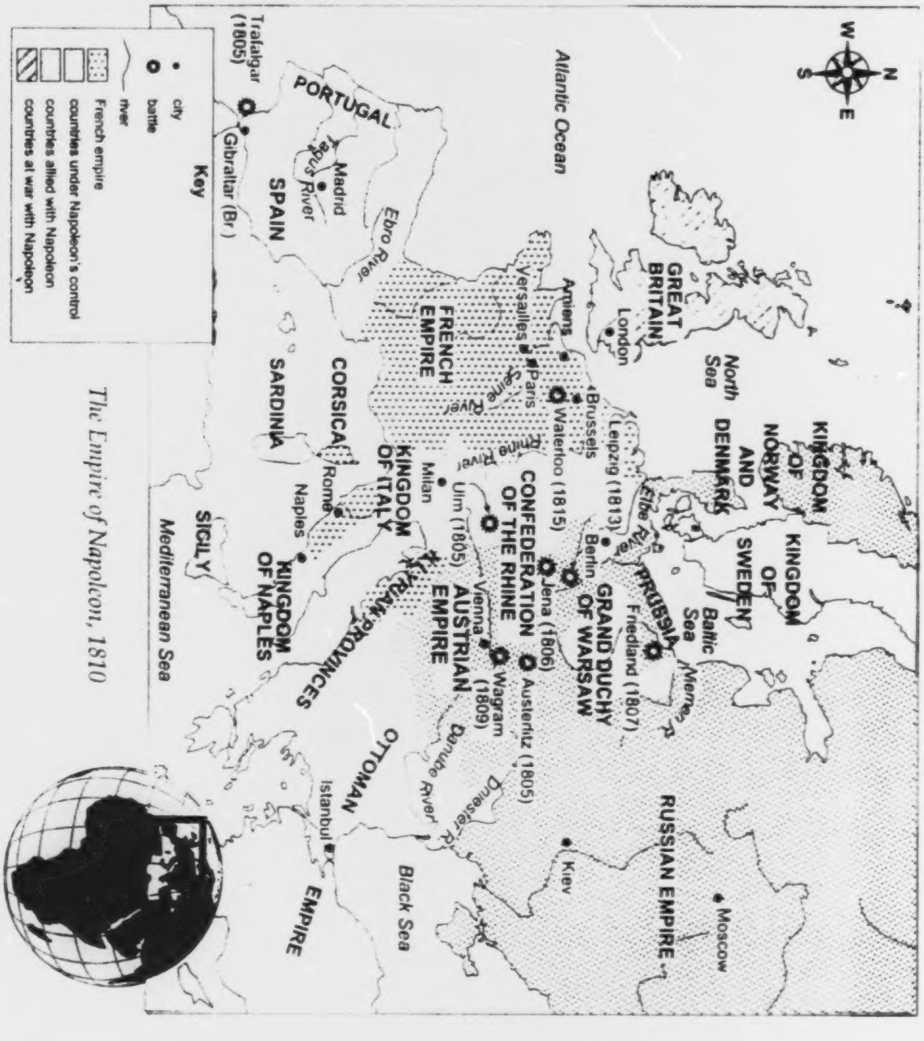
Answer the following using complete sentences.

1. What was the French government called in 1795? ______________________

2. Who was allowed to vote under the government of 1795? ______________

3. Who overthrew the Directory government? _________________________

4. Why was Napoleon able to write a constitution which gave him most of the power? ____________________________


N
E
S
W
KINGDOM OF NORWAY AND DENMARK
KINGDOM OF SWEDEN
GREAT BRITAIN
London
North Sea
Baltic Sea
Memel R.
Atlantic Ocean
Amiens
Brussels
Waterloo (1815)
Leipzig (1813)
Elbe River
Berlin
PRUSSIA
Friedland (1807)
GRAND DUCHY OF WARSAW
Jena (1806)
Austerlitz (1805)
RUSSIAN EMPIRE
Moscow
Kiev
Dniester R.
Danube River
FRENCH EMPIRE
Versailles
Paris
Seine River
Rhine River
CONFEDERATION OF THE RHINE
Ulm (1805)
Vienna
Wagram (1809)
AUSTRIAN EMPIRE
KINGDOM OF ITALY
Milan
ILLYRIAN PROVINCES
PORTUGAL
Tagus River
Madrid
Ebro River
SPAIN
Trafalgar (1805)
Gibraltar (Br.)
CORSICA
SARDINIA
Rome
Naples
KINGDOM OF NAPLES
SICILY
Mediterranean Sea
OTTOMAN EMPIRE
Istanbul
Black Sea
Key
● city
✪ battle
river
▒ French empire
☐ countries under Napoleon's control
☐ countries allied with Napoleon
▨ countries at war with Napoleon

The Empire of Napoleon, 1810

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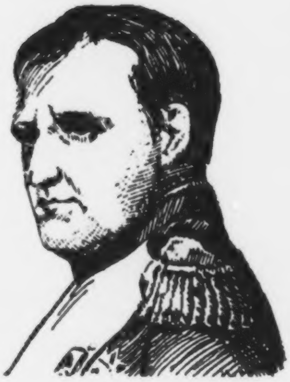
Napoleon, the Emperor

From 1799 until 1814, Napoleon ruled as a dictator. His political and military accomplishments were so great that these years are called the *Napoleonic Era.*


Napoleon Bonaparte

In 1804 Napoleon took the title of Emperor of France. During his reign, Napoleon carried out several important reforms and increased the power and efficiency of the central government. He reorganized the Bank of France and placed it partly under government control. He improved canals and roads. He encouraged freedom of religion in France and set up schools and universities. His most important act was to rewrite the laws of France. He wrote the laws so that everyone could read them. These were named *The Napoleonic Code*. The Napoleonic Code is still used in France today.

Under Napoleon, the French army was very successful. French armies defeated the English, Austrians, Russians, Italians, Russians, and Spanish. French territory grew as more and more land was taken from France's enemies. Between 1808 and 1811, Napoleonic France reached the height of its power.

The Invasion of Russia

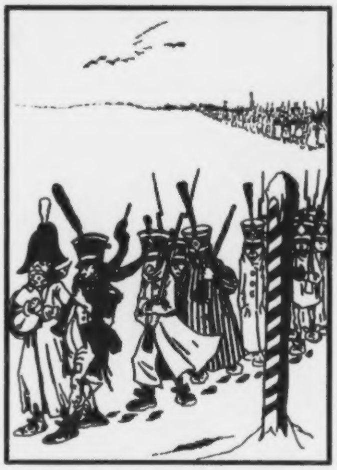
Like other leaders who achieved success very quickly, Napoleon thought his army could not be defeated. This was a mistake. Napoleon invaded Russia with an army of 500,000 in the early summer of 1812. At first, the invasion of Russia was a success. The French army moved deeper and deeper into Russia. When French troops reached Moscow, the capital of Russia, they found it empty. The Russians had burned everything so that the French were left with nothing but wasteland.

Then the brutal Russian winter came. Being far away from home with supplies running out, having no winter clothing, and being constantly attacked by small groups of Russian soldiers, the French army weakened.

About 400,000 of France's army starved or froze to death during the retreat from Russia. The nations of Europe joined together against France. In 1813 an army made up of soldiers from England, Austria, Prussia, Russia, and Sweden defeated Napoleon at the Battle of Leipzig.

Farewell, Napoleon

In May 1814, Napoleon was forced to leave France. He was sent to prison on the island of Elba. The armies of Prussia, Russia, Great Britain, and Austria then restored France to a monarchy. Nevertheless, in May 1815, Napoleon escaped and returned to France. For 100 days he ruled again as emperor. He tried one last time to bring back the greatness of the empire. However, England, Austria, Prussia, and Russia sent their troops to defeat him. In June, the European army led by Britain's Duke of Wellington met Napoleon near the town of Waterloo in Belgium. At the Battle of Waterloo, Napoleon's army was defeated once and for all. Napoleon was taken prisoner and sent to the Island of Saint Helena where he died in 1821.



cartoon of Napoleon's troops leaving Russia

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Practice

Answer the following using short answers.

1. What was Napoleon's most important act? ____________________

   ____

2. When did France reach the height of its power? ______________
3. When did Napoleon invade Russia? ____________________
4. What did the French army find when it got to Moscow? __________

   ____

5. What were the problems faced by the French army during the Russian winter? ____________________

   ____

   ____

   ____

   ____

6. What became of Napoleon after he was defeated the first time?

   ____

   ____

7. In which battle was Napoleon defeated for the last time? __________

   ____

Review

The French Revolution of 1789 changed the entire social, economic, and political way of life in France. Absolute monarchy was gone. *Liberty, Equality, Fraternity* became the slogan of the French Revolution. In other words, everyone (except for women) would be free and equal.

France's revolution went through many twists and turns. Eventually the king lost his powers, and many reforms granted the people important rights. The government did not become stable, however, until Napoleon became dictator in 1799.

The French Revolution and the Napoleonic Era began a new era in Europe. The French exported the revolutionary spirit to the many countries Napoleon had conquered or made his enemies into allies. This revolutionary spirit frightened many kings and queens in Europe. European leaders knew that to defeat Napoleon, they would have to join forces. Napoleon's invasion in Russia was his biggest error. He let his victories (before Russia) blind him into thinking that nothing could stop him—not even the Russian winter.

Nevertheless, for all of his errors, Napoleon must be considered as a great French leader. His accomplishments include the following.

- Napoleon exported the revolution throughout Europe.
- Everywhere the French army was victorious, new constitutions were drawn up.
- Feudalism and serfdom were wiped out.
- The Napoleonic codes, which stressed equality before the law, were put into effect.
- Religious freedom became law.

After Napoleon's downfall, many conservative monarchs returned to power; however, many of Napoleon's reforms remained in effect.

Practice

Use the list below to write the correct term for each definition on the line provided.

absolute monarch
conservatives
drought
inflation
Jacobins
limited monarchy
monarch
monarchy
strike

________________ 1. stopping of work or services by a group of people to protest certain conditions

________________ 2. a king or queen who has complete or unlimited powers over the government and its people

________________ 3. a period of dry weather; lack of rain

________________ 4. a government headed by a king or queen who has restricted powers

________________ 5. a king or queen who rules a government or state

________________ 6. a sharp increase in prices

________________ 7. a government or state in which a king or queen has supreme power

________________ 8. people who want to keep existing conditions and ways; they oppose change in government

________________ 9. a radical political party that came to power during the Reign of Terror

Practice

Use the list below to write the correct term for each definition on the line provided.

bourgeoisie
Enlightenment
Estates-General
guillotine
moderates
radicals
revolution
triumph

____________________ 1. lawmaking body in France that had little power and represented clergy, nobles, and common people

____________________ 2. a complete or drastic change of any kind; an overthrow of a government or social system

____________________ 3. people who oppose radical or extreme views or beliefs, especially in politics and religion; favor limited reforms

____________________ 4. a victory

____________________ 5. an 18th century movement that encouraged the right to self expression, equality, and justice

____________________ 6. the middle class; the upper level of the Third Estate; wealthier city-dwellers such as lawyers, doctors, merchants

____________________ 7. a machine for beheading persons by the fall of a weighted blade that slides between two upright guides

____________________ 8. people who want quick or revolutionary changes in government

Practice

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. a sharp increase in prices while the value of money decreases

_____ 2. a radical political party that came to power during the Reign of Terror

_____ 3. a period of dry weather; lack of rain

_____ 4. a king or queen who rules a government or state

_____ 5. stopping of work or services by a group of people to protest certain conditions

_____ 6. people who want to keep existing conditions and ways; they oppose change in government

_____ 7. system of government in which officials are elected by the citizens

_____ 8. a government or state in which a king or queen has supreme power

_____ 9. a king or queen who has complete or unlimited powers over the government and its people

_____ 10. a government headed by a king or queen who has restricted or limited powers

_____ 11. to force someone to leave a position of authority

A. absolute monarch

B. conservatives

C. depose

D. drought

E. inflation

F. Jacobins

G. limited monarchy

H. monarch

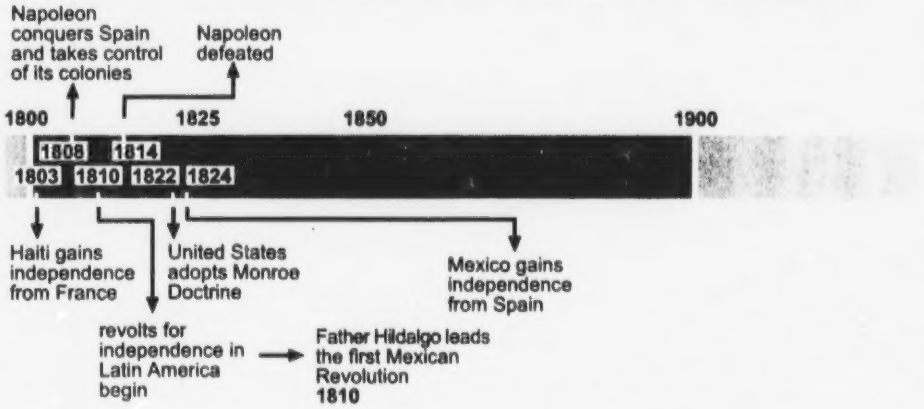
I. monarchy

J. republic

K. strike

Unit 17: The Revolutionary Spirit Reaches Latin America (1800s)

Timeline of the Revolutionary Spirit Reaches Latin America


Napoleon conquers Spain and takes control of its colonies
Napoleon defeated
1800
1825
1850
1900
1808
1814
1803
1810
1822
1824
Haiti gains independence from France
United States adopts Monroe Doctrine
Mexico gains independence from Spain
revolts for independence in Latin America begin
Father Hildalgo leads the first Mexican Revolution 1810

This unit emphasizes how social unrest in other parts of the world inspired and led to revolution in Latin America.

Unit Focus

- how the countries of Latin America gained their independence
- rigid social order in Latin America

Vocabulary

Study the vocabulary words and definitions below.

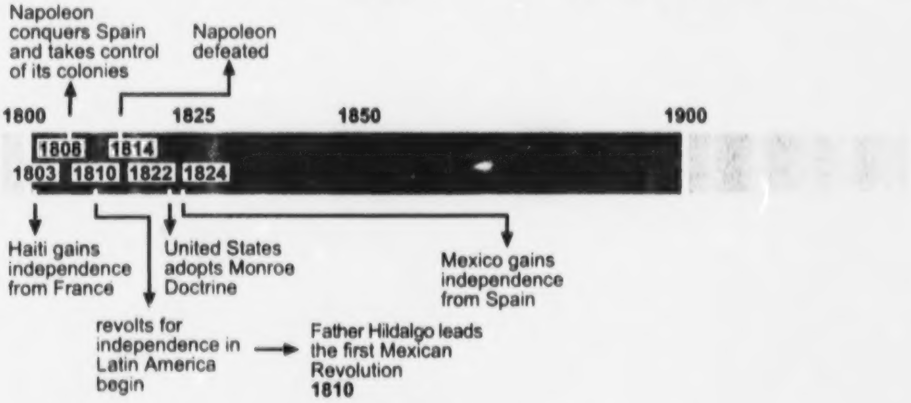
colonize	to establish a settlement in a new land and maintain political control
courage	strength of mind or spirit to face danger with bravery
creoles	persons born in Latin America or the West Indies whose ancestors came from Europe
hemisphere	one-half of Earth
mestizos	persons in Latin America who were of European and Native American ancestry
mulattos	persons in Latin America who were of European and African ancestry
native	an original inhabitant of a place or country
peninsulares	persons in Latin American who were born in Spain or Portugal
plantation	a large estate or farm
society	a group of people bound by common laws and culture

The Revolutionary Spirit Reaches Latin America (1800s)

The Beginnings of the Revolution in Latin America

One of the important results of the French Revolution was that it gave people in many parts of the world the **courage** to challenge the unfair practices of their governments. This was especially true in Latin America. Latin America is located south of the United States. Latin America includes Mexico, the countries in Central and South America, as well as some of the Caribbean Islands (see map page 503).

Timeline of the Revolutionary Spirit Reaches Latin America


Napoleon conquers Spain and takes control of its colonies
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1800
1825
1850
1900
1808
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1803
1810
1822
1824
Haiti gains independence from France
United States adopts Monroe Doctrine
Mexico gains independence from Spain
revolts for independence in Latin America begin
Father Hildalgo leads the first Mexican Revolution
1810

Spanish, Portuguese, and French Rule in Latin America

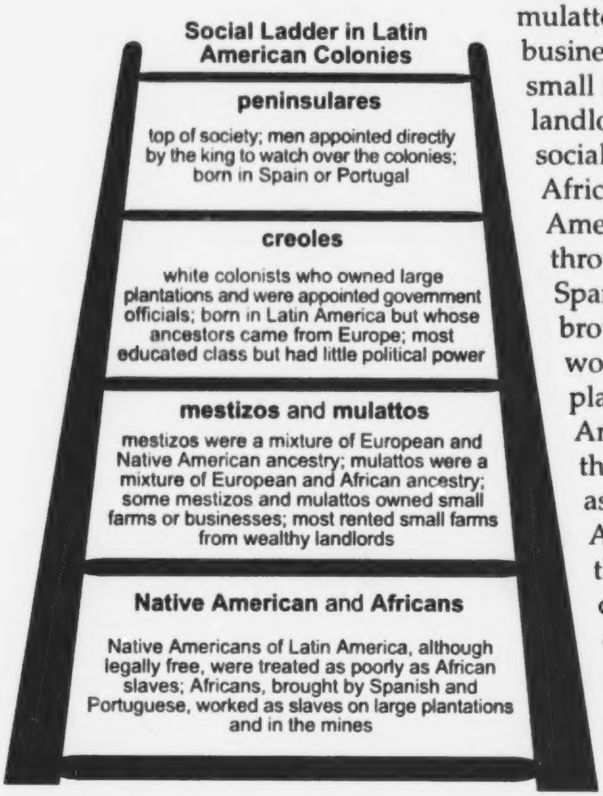
Spanish explorers, settlers, and missionaries followed Columbus to the Americas in the early 1500s. (The Americas include the lands of North, Central, and South America.) The Spanish then began conquering and colonizing most of Latin America. Portugal, meanwhile, **colonized** Brazil, and the French colonized Haiti, an island in the Caribbean Sea.

The people of Latin America were ruled with an iron hand by their masters in Spain, Portugal, and France. During the period of exploration and colonization, Spanish, Portuguese, and French conquerors took whatever they could from the Native American population, the original inhabitants of the area. This included gold, silver, and other precious metals. The **natives** themselves were forced into slavery by their conquerors. Natives in the Americas were forced to work long hours in the cornfields, sugar **plantations**, and silver mines.

Social Classes

In Latin America, colonial **society** sharply divided its people into social classes based on birth. Social class in the Spanish and Portuguese Latin American colonies was very important. Class determined a person's education, job, and rights. At the *top* of society were the men appointed directly by the king to watch over the colonies. These people were called **peninsulares**. They were people who had been born in Spain or Portugal. They held the most important positions in colonial government and the Roman Catholic Church. Next on the social ladder were the white colonists, known as **creoles**, who owned large plantations and were appointed government officials. Creoles were people who were born in Latin America but whose ancestors came from Europe.

On the third rung of the social ladder were the common people, who included **mestizos** and **mulattos**. Mestizos were a mixture of European and Native American ancestry. Mulattos were of European and African ancestry. Some mestizos and mulattos owned small farms or businesses. However, most rented small farms from wealthy landlords. At the bottom of the social ladder were people of African descent and Native Americans. From the 16th through the 18th centuries, the Spanish and Portuguese brought people from Africa to work as slaves on large plantations. Although Native Americans were legally free, they were treated as poorly as the African slaves. Native Americans, Africans, and their American-born descendants were treated cruelly while working on the plantations and in the mines. Cruelty and disease killed hundreds of thousands of slaves.



Social Ladder in Latin American Colonies

peninsulares

top of society; men appointed directly by the king to watch over the colonies; born in Spain or Portugal

creoles

white colonists who owned large plantations and were appointed government officials; born in Latin America but whose ancestors came from Europe; most educated class but had little political power

mestizos and **mulattos**

mestizos were a mixture of European and Native American ancestry; mulattos were a mixture of European and African ancestry; some mestizos and mulattos owned small farms or businesses; most rented small farms from wealthy landlords

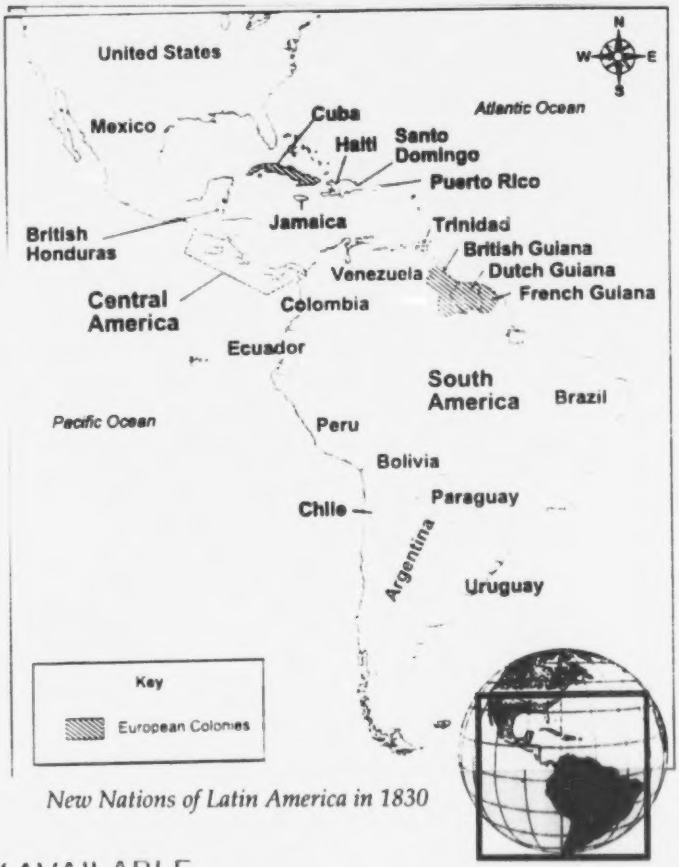
Native American and Africans

Native Americans of Latin America, although legally free, were treated as poorly as African slaves; Africans, brought by Spanish and Portuguese, worked as slaves on large plantations and in the mines

The Colonists Dream of a Better Life

The creoles were the most educated class but had little political power. By reading books from the Age of Enlightenment, they learned that all people had rights, including the right to participate in government. The creoles watched as their American neighbors to the north revolted against the English government in 1776 in order to gain political rights. This revolt was, of course, the American Revolution. In 1789 the creoles learned that the French people had revolted against their king in the French Revolution.

Burning with the desire to free themselves from their European conquerors, the Latin American colonists—creoles, mestizos, mulattos, Native Americans, and African descendants—sought independence. They were also encouraged to revolt because Napoleon's victories over Spain and Portugal had left those countries in disorder. By the early 19th century, the Latin American revolution had began.


N
W
E
S
United States
Atlantic Ocean
Mexico
Cuba
Haiti
Santo Domingo
Puerto Rico
British Honduras
Jamaica
Trinidad
British Guiana
Dutch Guiana
French Guiana
Venezuela
Central America
Colombia
Ecuador
South America
Brazil
Pacific Ocean
Peru
Bolivia
Chile
Paraguay
Argentina
Uruguay
Key
▨ European Colonies

New Nations of Latin America in 1830

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Practice

Answer the following using complete sentences.

1. What countries colonized Latin America? ____________________

____

____

____

2. How did the conquerors treat the native population? ____________

____

____

____

____

3. Why did the Spanish and Portuguese bring people from Africa to Latin America? ______________________________

____

____

____

4. What was determined by a person's social class in Latin America?

____

____

____

____

5. Which two revolutions gave the creoles the courage to revolt?

____

____

____

____

6. When did the Latin American revolutions begin? ____________

____

____

____

Practice

List the **social classes** *of Latin American society, from* **highest to lowest**, *in the chart below. Next to each social class, describe their* **ancestry**, *as well as their* **positions** *or* **jobs** *in colonial Latin America.*

The Social Classes of Latin America

	Social Class	Ancestry	Positions or Jobs
First			
Second			
Third			
Fourth			

Revolution in Haiti

The first Latin American country to fight for independence was Haiti, a French colony in the Caribbean Sea on the island of Hispaniola. Their leader was a self-educated former slave named Francois Dominique Toussaint L'Ouverture (Tu-san lu-ver-tur). In 1802 Toussaint and the people of Haiti drove French forces from the island to gain independence from France. During a truce, Toussaint was taken prisoner and sent to France, where he died in prison in 1803. However, the French were unable to retake the island, and Toussaint's followers set up the independent country of Haiti in 1804.

Francois Dominique Toussaint L'Ouverture

Francois Dominique Toussaint L'Ouverture (1743-1803), black revolutionary leader and ex-slave, drove the French forces from the island of Haiti. Toussaint was born into slavery in Haiti but his father was from African nobility and taught him to take pride in his African heritage. Toussaint spoke both the African language of his ancestors and French. He also could read, and he read the stories of slave revolts in ancient Rome and the works of French philosophers who spoke of slaves gaining their freedom.

In 1791 when Toussaint was nearly 50, he led an uprising which marked the beginning of the struggle for freedom for the Haitian people. Although untrained, Toussaint was a brilliant general and inspiring commander. After a period of fighting, Toussaint achieved his goal of freeing the Haitian slaves and took control of most of the island.

In 1802 Napoleon sent a large army to the island and tried to take back the island and reimpose slavery. Toussaint again took up arms to fight for full independence, but he was captured by the French during a truce and sent to France where he died in prison. The French could not retake the island, and Toussaint's followers set up the independent country of Haiti in 1804. Finally, in 1820, Haiti became a republic, the only nonslave nation in the Western Hemisphere.

Revolution Spreads throughout Latin America

Elsewhere in Latin America, creoles led the movement for independence. The Latin American revolts began when France's emperor, Napoleon, conquered Spain in 1808 and took control of Spain's colonies in Latin America. However, the Spanish colonists in Latin America would not accept French rule and began the revolution in South America. By 1810 fighting had broken out in many parts of Latin America. From Argentina in the south to Mexico in the north, colonists were beginning to gain their freedom. By the time of Napoleon's defeat in 1814, the Spanish Empire in Latin America had crumbled.

Revolutionary Leaders in Latin America

The South American wars of independence produced two great generals whose leadership was responsible for the success of the wars for independence. The colonists were led by Simón Bolívar and José de San Martín. Bolívar led the revolts in the northern part of South America in Colombia and Venezuela and then moved into Ecuador, Peru, and Bolivia. San Martín led the revolts in the southern part of South America in Argentina and Chile. Together, these two men led the South Americans' victorious fight for independence.

Simón Bolívar

Simón Bolívar (1783-1830) was a South American soldier, statesman, and liberator. He was an educated creole from a wealthy Venezuelan family. Bolívar studied in Europe and was influenced by the work of Rousseau. In 1807 he returned to South America and was convinced that the Spanish colonies were ready to fight for independence. He successfully liberated Venezuela in 1821 and became the president of Gran Colombia (Venezuela, New Granada, and Quito).

In 1824 Simón Bolívar liberated Peru, and in 1825 he formed the republic of Bolivia from Upper Peru. Simón Bolívar envisioned a united South America, but Bolivia and Peru turned against him. In 1829 Venezuela seceded from Gran Colombia, and in the following year, Bolívar resigned as president and eventually died of tuberculosis.

José de San Martín

José de San Martín (1778-1850) was also a creole. He was born in Argentina and went to Europe for military training. In 1816 he helped Argentina win freedom from Spain. San Martín also joined the independence struggle in other areas and defeated the Spanish in Chile before moving into Peru to fight against colonial rule. Bolívar and Martín tried to work together, but their views were too different. San Martín stepped aside in 1822, allowing Bolívar's men to win the final victories against Spain

The first outbreak of the Mexican Revolution came in 1810. Father Miguel Hidalgo led the Native Americans in their struggle against Spain. He declared an end to slavery and called for other reforms including spreading land and wealth among the peasants. Although many creoles supported the idea of independence, they were not willing to support taxation of the wealthy and distribution of land to the peasants. Therefore, the creoles joined the Spanish army against Hidalgo's army. Hidalgo was captured and executed. However, the fight for independence continued. In 1820 a revolution in Spain put a new government in power. Creoles, fearing that the new Spanish government would take away their privileges, then joined in Mexico's fight against Spain. In 1821, Mexico gained its independence.

Father Miguel Hidalgo

Father Miguel Hidalgo (1753-1811) led the people in their struggle against Spain and is known as "the father of Mexican independence." Father Hidalgo was a priest in the small mountain village of Dolores; he was poor but well-educated.

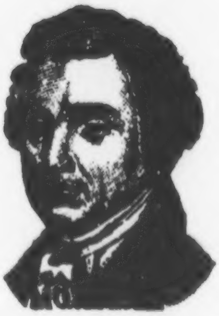
On September 16, 1810, he called on the peasants of his parish to rebel against the Spanish. They began a 200-mile march toward Mexico City, armed with sickles, clubs, and stones. As they marched southward, they picked up thousands of new recruits. Father Hidalgo soon had an army of 60,000 men. However, in Mexico City, the creoles joined forces with the main Spanish army, and his initial success was suppressed in 1811. Father Hidalgo was then betrayed by one of his officers and was captured. He was executed, but the anniversary of his famous call to fight, grito (cry) de Delores, on September 16 is celebrated as Mexico's Independence Day.

Further Revolution Ends

When Napoleon was defeated in Europe, many of the kings and queens he had replaced returned to lead their countries once again. The Spanish king wanted to rebuild the Spanish Empire in Latin America. It was too late. The Europeans had lost their strong foothold in America. When they tried to restore the old system of government in Latin America, Great Britain and the United States opposed their plan for the reconquest of Latin America. The British had established a profitable trade with the independent Latin American countries.

Napoleon

The Monroe Doctrine



President James Monroe

In 1823 United States President James Monroe signed the *Monroe Doctrine*. The Monroe Doctrine stated that the United States would not allow new colonization of the American continents in the Western **Hemisphere** by any European power. The Europeans, afraid of another war, took President Monroe seriously. The Monroe Doctrine remains today as the key to United States policy in Latin America.

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Practice

Use the list below to write the correct term for each definition on the line provided.

Simón Bolívar
Father Hidalgo
José de San Martín
James Monroe
Napoleon
Toussaint L'Ouverture

____________________ 1. former slave who led the people of Haiti in a revolution against the French

____________________ 2. President of the United States in 1822

____________________ 3. led the Native Americans in Mexico in their struggle against Spain

____________________ 4. France's emperor who conquered Spain and took control of Spain's colonies in Latin America

____________________ 5. general who led the colonists in Colombia and Venezuela in the wars for independence

____________________ 6. general who led the colonists in Argentina and Chile in the wars for independence

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Practice

Use the list below to complete the following statements.

1803
Bolívar
Father Hidalgo
France
Great Britain
Monroe Doctrine
Napoleon
San Martín
Spanish
United States

1. Haiti gained independence from ____________________ in the year ____________________ .

2. The ____________________ Empire in Latin America crumbled while ____________________ ruled Spain.

3. ____________________ and ____________________ were two great generals who led the revolution for independence in South America.

4. ____________________ led the Mexican people in their struggle against Spain.

5. When the restored Spanish king wanted to rebuild the Spanish Empire in Latin America, the countries of ____________________ and ____________________ stopped him.

6. The ____________________ stated that the United States would not allow new colonization of the American continents in the Western Hemisphere by any European power.

Review

For 300 years, the Spanish and French empires in Latin America had colonized the countries in Latin America. Spain forced many of the peoples living in their colonies to farm and mine the land for the benefit of the Spanish Empire. The creole population, however, grew angry at the interference from the governments in Europe. The success of the American Revolution and French Revolution inspired Latin Americans to revolt against France and Spain. Like most revolutions, the revolts in Latin America took time to carry out and were often violent. Great leaders such as Toussaint L'Ouverture, Simón Bolívar, José de San Martín, and Father Hidalgo were the founding fathers of Latin American nations.

In 1823 President James Monroe issued the Monroe Doctrine. It stated that the American continents in the Western Hemisphere would be closed to future colonization by any European power.

Practice

Use the list below to write the correct term for each definition on the line provided.

colonize
courage
creoles
hemisphere
mestizos
mulattos
native
peninsulares
plantation
society

______________________ 1. strength of mind or spirit to face danger with bravery

______________________ 2. persons in Latin America who were of European and African ancestry

______________________ 3. to establish a settlement in a new land and maintain political control

______________________ 4. an original inhabitant of a place or country

______________________ 5. persons born in Latin America or the West Indies whose ancestors came from Europe

______________________ 6. a group of people bound by common laws and culture

______________________ 7. persons in Latin American who were born in Spain or Portugal

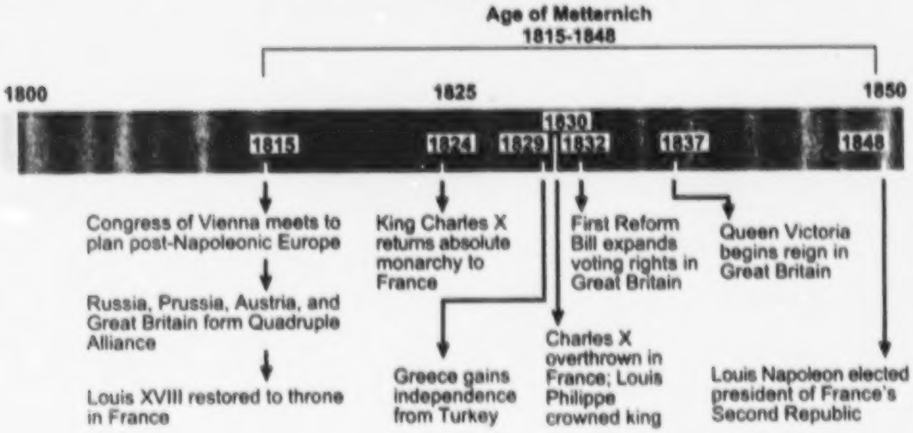
______________________ 8. one-half of Earth

______________________ 9. a large estate or farm

______________________ 10. persons in Latin America who were of European and Native American ancestry

Unit 18: Europe (1815-1848)

Timeline of Europe 1815-1848


Age of Metternich
1815-1848
1800
1825
1850
1815
1824
1829
1830
1832
1837
1848
Congress of Vienna meets to plan post-Napoleonic Europe
Russia, Prussia, Austria, and Great Britain form Quadruple Alliance
Louis XVIII restored to throne in France
King Charles X returns absolute monarchy to France
Greece gains independence from Turkey
Charles X overthrown in France; Louis Philippe crowned king
First Reform Bill expands voting rights in Great Britain
Queen Victoria begins reign in Great Britain
Louis Napoleon elected president of France's Second Republic

This unit emphasizes the causes and impact of revolutions throughout Europe during the post-Napoleonic period.

Unit Focus

- concept of balance of power as the main goal of the Congress of Vienna
- political and social ideals of Metternich

Vocabulary

Study the vocabulary words and definitions below.

balance of power	a means of keeping peace by making sure that no nation or group of nations becomes so powerful that it could take over another nation
compromise	a plan that satisfies some, but not all, of the demands of two or more opposing groups
confederation	a group of countries or states joined together for a common purpose
diplomacy	the practice of international negotiations
liberal	favorable to progress or reform
liberalism	the belief in the change and reform of laws to guarantee people's rights and freedom
nationalism	strong support for the survival, success, and self-rule of one's country and culture
quadruple	consisting of four or four parts
reactionaries	people who want to return to a system of government that existed in the past
rebel	to fight the present system of government

stabilize	to prevent or end sudden great and violent changes in conditions
suppress	put an end to
unification	the process of becoming joined together

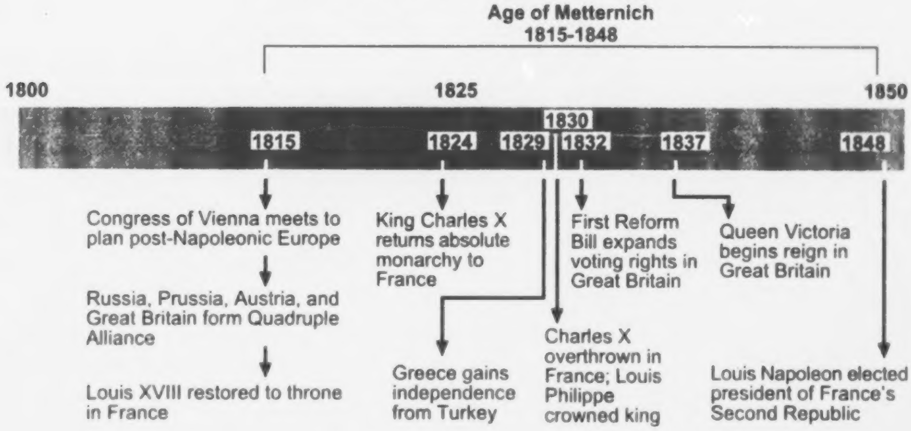
Europe (1815–1848)

The Congress of Vienna: Attempting to Build Peace in Europe

Napoleon

After countries of Europe had united to defeat Napoleon in 1814, they began the task of creating and maintaining peace throughout Europe. To accomplish this goal, the allies who had won the war against Napoleon held a conference in Vienna, Austria, in 1814, called the *Congress of Vienna*. The victorious countries included Italy, Spain, and the group that would come to be known as the *great powers*: Austria, Great Britain, Russia, and Prussia. Shortly after the Congress of Vienna began, Napoleon returned to France and regained his rule as emperor for 100 days. After he was defeated at Waterloo, Belgium, in 1815, the Congress of Vienna resumed.

Timeline of Europe 1815-1848


Age of Metternich
1815-1848
1800
1825
1850
1815
1824
1829
1830
1832
1837
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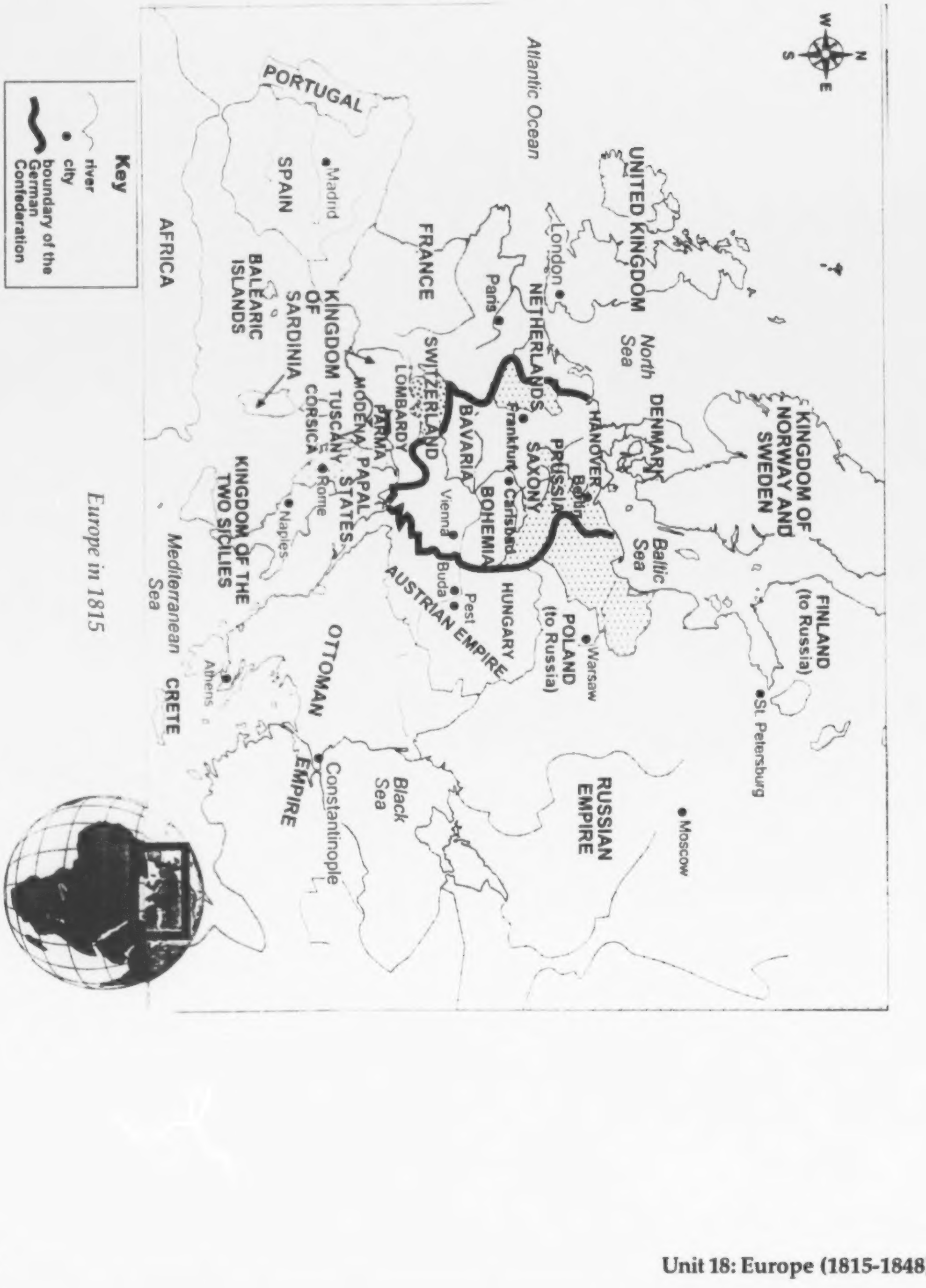
King Charles X returns absolute monarchy to France
Greece gains independence from Turkey
Charles X overthrown in France; Louis Philippe crowned king
First Reform Bill expands voting rights in Great Britain
Queen Victoria begins reign in Great Britain
Louis Napoleon elected president of France's Second Republic

The congress took two steps to **stabilize** Europe. First, it distributed Napoleon's conquests—land the emperor had claimed for France—among the European nations to produce a **balance of power**. No one European country was to be stronger or more powerful than another. Secondly, the congress returned the monarchs to power, restoring the governments and values that had existed before the French Revolution.

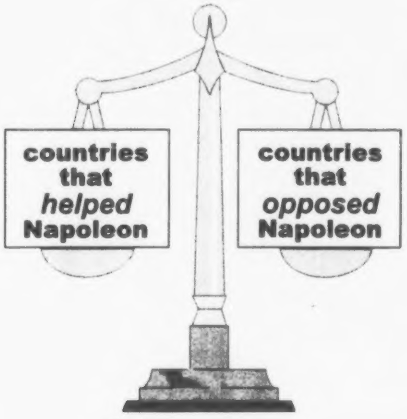
Redrawing the Map of Europe to Produce a Balance of Power

In order to stabilize Europe, the great powers—Austria, Great Britain, Russia, and Prussia—began redistributing the territories Napoleon had conquered. Their goal was to maintain peace in Europe by strengthening the countries surrounding France. This plan, the great powers believed, would keep France from invading neighboring countries in Europe as it had done during Napoleon's reign.


N
E
S
W
KINGDOM OF NORWAY AND SWEDEN
FINLAND (to Russia)
St. Petersburg
Moscow
UNITED KINGDOM
North Sea
DENMARK
Baltic Sea
RUSSIAN EMPIRE
HANOVER
Berlin
Warsaw
London
PRUSSIA
POLAND (to Russia)
Atlantic Ocean
NETHERLANDS
SAXONY
Frankfurt
Carlsbad
HUNGARY
Paris
BOHEMIA
BAVARIA
Pest
Vienna
Buda
AUSTRIAN EMPIRE
FRANCE
SWITZERLAND
LOMBARDY
PARMA
MODENA
PAPAL STATES
Black Sea
PORTUGAL
Madrid
KINGDOM OF SARDINIA
TUSCANY
CORSICA
Rome
OTTOMAN EMPIRE
Constantinople
SPAIN
Naples
BALEARIC ISLANDS
KINGDOM OF THE TWO SICILIES
Athens
AFRICA
Mediterranean Sea
CRETE
Key
river
city
boundary of the German Confederation

Europe in 1815

The great powers also had to make sure that no single country was measurably stronger or weaker than any other European country. If a country were too strong, it might attempt to conquer another country; if a country were too weak, it would be easy prey for a land-hungry neighboring country. In short, the congress wanted to create a balance of power throughout Europe.


countries that *helped* Napoleon
countries that *opposed* Napoleon

Balance of Power

In redrawing the map of Europe, the congress took land from those countries that had helped Napoleon and gave land to those countries that had opposed him. For example, Austria gained some of the newly created German Confederation of States, as well as some Italian territories. Poles were placed under Prussian and Russian rule. Unfortunately, the congress paid little attention to the feelings of those people who suddenly found themselves governed by a foreign government. Many of these people began experiencing feelings of **nationalism**, a desire to regain their self-rule and see their country and culture survive. So although the congress had redrawn the map for peace, it had also planted the seed of future conflict.

Monarchs Restored to Power

The four great powers at the Congress of Vienna were represented by politically shrewd and persuasive leaders. Lord Castlereagh, foreign secretary of Great Britain, gained overseas countries for his country. Czar Alexander I of Russia and King Frederick William III of Prussia expanded their countries' territorial borders. Two other political giants, Prince Klemens von Metternich, chief minister of Austria and chairman of the conference, and Charles Maurice de Talleyrand of France played particularly important roles in the design and future of Europe.

It is rare that a representative of a defeated nation participates in the peace conference that follows. Talleyrand of France is a notable exception. Talleyrand was a noble who had survived both the French Revolution and the reign of Napoleon as a respected politician. He helped persuade the conference to restore the Bourbon monarchy in France in the person of

King Louis XVIII. In addition, Talleyrand helped persuade the great powers to restore Bourbon rulers in Italy and Spain.

Without question, however, the most powerful leader at the conference and for 30 years following was Austria's chief minister, Prince Klemens von Metternich. Like Talleyrand, Metternich believed in absolute monarchy and led the Congress of Vienna in restoring monarchs throughout Europe. So dominant a figure was Metternich, that the period 1814-1848 is often called the *Age of Metternich*.

The Age of Metternich

Metternich feared the democratic ideals of the French Revolution. He feared that **liberalism**, or the belief in people's rights and freedoms, would inspire people to carry out revolutions throughout Europe. He and the leaders of the congress were **reactionaries** who wanted to return Europe to the way things were before the French Revolution.

After the map of Europe was redrawn, many Europeans found themselves inhabitants of new countries and ruled by foreign governments. These people reacted to *foreign* rule and began demanding their right to self-rule. In order to **suppress** the spread of liberalism and nationalism inspiring these Europeans to revolt against their governments, Metternich began using secret police to spy on revolutionary groups in his homeland of Austria.

The congress scheduled regular meetings, called the *Concert of Europe*, to solve problems between and among European nations. Metternich, however, used the Concert of Europe to stamp out any individuals or groups supporting **liberal** ideas. Although Russia and Prussia joined Metternich in fighting revolutionary forces in Europe, Great Britain sympathized with people who fought for their right to a representative government. The use of force and secret police to suppress liberalism came to be known as the *Metternich System*.

Practice

Answer the following using complete sentences.

1. What four great powers attended the Congress of Vienna? ________

2. What was the purpose of the Congress of Vienna? ________

3. How was this task to be accomplished? ________

4. What does balance of power mean? ______________________________

____

____

____

____

____

5. How were Napoleon's conquests distributed? ____________________

____

____

____

____

6. Why did some Europeans begin to feel nationalism? ______________

____

____

____

____

7. What was the Metternich System? _______________________________

____

____

____

____

Events in Europe (1815–1848)

France: Restored Monarchs Eventually Fall

As a result of Tallyrand's skillful **diplomacy** at the Congress of Vienna, France remained an important European power. In fact, by 1818, France became the fifth member of the **Quadruple** Alliance, making it the Quintuple Alliance. However, France's King Louis XVIII inherited a country which had conflicting ideas about the way France should be governed.

Quadruple Alliance

Great Britain	Lord Castlereagh - foreign secretary of Great Britain
Russia	Czar Alexander I of Russia
Prussia	King Frederick William III of Prussia
Austria	Prince Klemens von Metternich - chief minister of Austria
As a result of Charles Maurice de Talleyrand's skillful diplomacy at the congress of Vienna, **France** *became the fifth member, making it the Quintuple Alliance.*	

On one hand, *royalists* wanted to turn the clock back to pre-revolutionary France. The royalists favored absolute monarchy. On the other hand, *liberals* (mostly middle-class people) favored keeping the ideas of the revolution alive. They wanted a constitution and a government elected by the people.

Louis XVIII attempted to satisfy both groups. To do so, he developed a **compromise**. He kept many of Napoleon's reforms, such as the Napoleonic Code, a system of law that guaranteed the people many rights. In addition, Louis XVIII kept Napoleon's Bank of France, which was government-supervised, and a state-supported school system. Although the old Bourbon dynasty ruled once more, a Chamber of Deputies now shared some power with Louis XVIII.

In 1824 Louis XVIII died. His brother, Charles X, became king. Unlike Louis XVIII, Charles believed that the king should be an absolute monarch holding the powers of government in his own hands. He believed that the constitution of France had no authority over his actions.

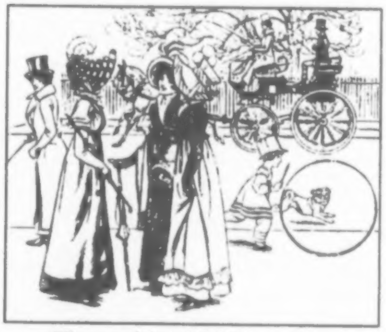
By 1830 the French people had had enough of the monarch. In July a large mob in Paris forced King Charles X from the throne. In his place, Louis Philippe became king. Louis Philippe was a liberal. He ended censorship and guaranteed citizens trial by jury. He limited the right to vote, however, only to those men who owned property. And many of his policies favored wealthy businessmen. In some ways, Louis Philippe's government was no better than the government of Charles X.

As time went on, French people grew tired of Louis Philippe's government. Prices were rising; wages were falling. He allowed tariffs, or taxes, on imported goods to remain high. These high tariffs helped French manufacturers by making imports more expensive than goods produced at home. Without competition from foreign manufacturers, French manufacturers could charge higher prices for their own goods. Finally, in February 1848, the French **rebelled** and forced Louis Philippe to escape to England.

In December 1848, France once again became a republic. This was the Second French Republic. Louis Napoleon, the nephew of Napoleon Bonaparte, was elected president of France's Second Republic.

Great Britain: Government Reforms Answer People's Demands

Following years of warfare in Europe and America, British soldiers came home to find Great Britain filled with factories. They saw working men, women, and children living under terrible conditions and earning very little money. They also saw very rich people doing little work, enjoying life, and ignoring the problems of the masses of people. The high price of food kept the poor hungry. And products made in factories in Great Britain were often too expensive for workers to afford. The government and the king, along with the support of the church, did everything possible to help the rich get richer. By 1830 it looked as if Great Britain were ready for revolution.



The wealthy did little work.

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Much of Great Britain was also ready to revolt unless they gained representation in Parliament. The British government responded to some of the people's demands and avoided a revolution. Some of the important reforms included the following:

1824	British workers were allowed to form unions. By forming unions, workers organized as a group. Unions could accomplish changes that unorganized workers could not.
1832	The First Reform Bill gave the middle class the right to vote for members in the House of Commons. It also gave the industrial cities stronger representation in the House of Commons.
1833	Slavery was abolished in the British colonies.
1833	The Factory Act limited child labor in the textile industry.
1846	Parliament ended the Corn Laws, thus reducing the price of bread.

Thomas Clarkson and William Wilberforce

Thomas Clarkson (1760-1846) was a brilliant writer and won first prize at Cambridge University with an essay titled, "Is it right to make men slaves against their wills?" He was asked to read his essay to the University Senate, and on his way home to London, had a spiritual experience that he later described as, "a direct revelation from God ordering me to devote my life to abolishing the trade." Clarkson took this revelation seriously and was given the responsibility of collecting information to support the abolition of the slave trade. This included interviewing 20,000 sailors and obtaining equipment used on the slave-ships such as leg-shackles, thumb screws, and branding irons. In 1787 he published his pamphlet, *A Summary View of the Slave Trade and of the Probable Consequences of Its Abolition*.

William Wilberforce (1759-1833) was an English reformer who was instrumental in abolishing slavery in the British Empire. He and Thomas Clarkson became leaders of the fight to end the British slave trade. Wilberforce entered Parliament in 1780 and in 1807 passage of his bill for the abolition of the slave trade was passed.

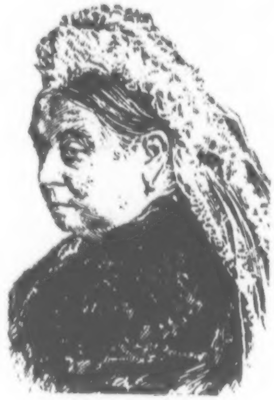
After the passage of the Abolition of the Slave Trade Act in 1807, Clarkson published his book *History of the Abolition of the African Slave Trade*. Clarkson was not satisfied with the measures passed by Parliament and helped found the Society for the Mitigation and Gradual Abolition of Slavery. In 1833, largely through William Wilberforce's efforts, slavery was abolished throughout the empire.

Wilberforce and Clarkson wanted all countries to end slave trading. They convinced the British government to demand this at the Congress of Vienna. In 1815 the British government persuaded the other countries in the Congress of Vienna to end slave trade. Within a few years after the Congress of Vienna meeting, *all* European nations stopped the slave trade, ending the practice of trading human beings as slaves.

These reforms and others could not have been passed without help from King William IV. He came to the throne in 1830, following George IV. While George IV had been a *reactionary* who favored the rich, William IV was more liberal. Because kings and queens in Great Britain could appoint members to the House of Lords, William IV helped the reform acts become law by appointing enough men who would vote for the reform acts.

The Victorian Age

In 1837 William IV died. Since William had no children, the British crown was offered to his niece, Victoria. Victoria became queen of Great Britain at the age of 18. Queen Victoria supported government by the people. She was a popular monarch because of her strong beliefs about proper behavior. Under her reign the monarchy was respected and loved. Victoria remained queen for 64 years. Not since the reign of Elizabeth I had Great Britain enjoyed the greatness they were to enjoy under Victoria's reign as queen.



Queen Victoria

Austria and the German States: Metternich Loses Power

By agreement at the Congress of Vienna, Austria was given control over the German states. The German states were formed into a **confederation** of 39 states, including Prussia.

As the most powerful person in Austria, Metternich controlled the German Confederation as well. Metternich's system of government was harsh. He favored strict laws to control the people.

Metternich's system was successful because he had the support of the army. It also worked because the small states within the German Confederation were unable to unite against Metternich's system.

In 1848 however, the Metternich system began to fall apart. Once again, it was the revolt in France which gave the people of Austria and Germany the courage to revolt. The frustrations of the working-class people and conflicting ideas of the various national groups within Austria and Germany led to revolts and uprisings. These revolting groups included Czechs, Hungarians, and other Slavic people. They were tired of being ruled by outsiders.

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Although the revolution of 1848 in Austria and the German Confederation were not successful, it did play a very important role in the future of Europe. Listed below are important changes in the people and governments of Austria and the German Confederation.

- Metternich resigned. This left the emperor without a person who was wise enough to control the different groups within the empire.
- Prussia became the most powerful state in Germany. Prussian ideas and values dominated the German Confederation.
- The Austrian government put down the various nationalistic revolts in its empire. The revolutionaries, however, only grew more and more angry at the Austrian emperor. They continued to work towards revolution.
- The new emperor in Austria was Francis Joseph. He ruled until 1916, presiding over an empire that would break up during World War I.

Russia: A New Major Power

Russia's Czar Alexander I played an important role in European affairs after the defeat of Napoleon. At the Congress of Vienna, he had two major goals. The first was to make Russia one of the major powers in Europe. The second was to get a warm-water port for Russia.

Russia did very well at the Congress of Vienna. Alexander I achieved both of his goals. The great powers treated Russia as a major power. When the great powers agreed to let Russia take control of Poland, Alexander I gained a warm-water port. Alexander's idea of an alliance among the major European powers was accepted as well. The alliance was called the *Quadruple Alliance*. The four countries in the alliance were Russia, Prussia, Austria, and Great Britain (and later France). The Quadruple Alliance was given the task of keeping France in line after Napoleon's defeat at Waterloo. Since the four countries really did not trust one another, they did not work as an alliance. Like most Russian leaders before him, and all Russian leaders after, Alexander I did not trust the Western European countries.

Even though Alexander I had talked about reforms at the Congress of Vienna, he ruled Russia harshly, in the tradition of the czars before him. He feared that the people of Russia might get ideas about revolting. During the revolutionary period from 1830 to 1848, Russia helped to crush revolutions in Eastern Europe and Poland.

Spain and Portugal: Revolutions Fail

From 1815 to 1848, Spain and Portugal were once again ruled by cruel kings. These kings were supported by the Quadruple Alliance. (Great Britain, however, did not participate in stopping revolts beyond its boundaries.) The people tried, but failed, to overturn their governments. Nobles and clergy were given back all of the land and power they had lost during Napoleon's reign.

Italy: The Rise of Foreign Powers

After Napoleon was defeated, Italy came under the rule of foreign powers. Austria controlled politics in Italy. The people in the various Italian-States wanted **unification** and freedom from foreign governments. When these groups attempted a revolution in 1848, Austria suppressed them successfully.

Greece: A Successful Revolution

In 1821 Greeks began revolting against the Turks. With aid from Britain, France, and Russia, the Greeks defeated the Turks in 1830. The Greek Revolution was important for two reasons. First, it gave Greeks independence. Second, it showed that the European powers could put their reactionary ideas aside and help a country gain its independence. Liberals were happy, and nationalists everywhere hoped that they, too, could have a country of their own.

Practice

Use the list below to write the correct **country or countries** *for each description on the line provided. Some countries will be used more than once.*

Austria
France
German states
Great Britain
Italy
Prussia
Russia
Spain

__________________________ 1. formed into a confederation of 39 states

__________________________ 2. controlled the German states

__________________________ 3. elected Louis Napoleon president of the Second Republic

__________________________ 4. filled with factories

__________________________ 5. wanted a warm-water port

__________________________ 6. returned land and power to nobles and clergy

__________________________ 7. were members of the Quadruple Alliance

__________________________ 8. passed the Factory Act that limited child labor

__________________________ 9. was the empire filled with many different national groups

__________________________ 10. wanted unification and freedom from foreign governments

Practice

Match each definition with the correct term. Write the letter on the line provided.

______ 1. king of France who developed compromise to please Royalists and Liberals

______ 2. ruled Russia harshly

______ 3. agreement between Russia, Prussia, Austria, and Great Britain

______ 4. queen of Great Britain at 18

______ 5. a group favoring absolute monarchy

______ 6. Austrian emperor

______ 7. king of England who was a liberal and helped pass the reform acts

______ 8. controlled Austria and the German Confederation until 1848

______ 9. president of the Second Republic of France

______ 10. favored a constitution and government elected by the people

A. Czar Alexander I

B. Francis Joseph

C. liberals

D. Louis XVIII

E. Louis Napoleon

F. Metternich

G. Quadruple Alliance

H. royalists

I. Victoria

J. William IV

Practice

After discussing each of these questions in class, write a paragraph answering the one of your choice.

1. Why would it be difficult for one nationality to live under the rule of a foreign power, as the Polish people did under the Russians?
2. Why was it difficult for Europeans to return to life under a monarchy after they had been exposed to the ideas of the French Revolution?
3. In what ways were the life of a common Englishman similar to the life of a common Frenchman?
4. In what ways were the life of common Englishmen and Frenchmen different?
5. What was one of the major problems each country faced and how did they attempt to resolve it?

Review

After the defeat of Napoleon, the victorious countries met in 1815 in the Congress of Vienna to stabilize Europe. The great powers—Austria, Great Britain, Russia, and Prussia—distributed land Napoleon had conquered to establish a balance of power. During his reign, Napoleon had forced many monarchs in Europe from power. After the great powers had defeated him, they returned Europe to a time when a *few* had ruled *many*. Monarchies were returned to power in many European countries. This period from 1815 to 1848 was characterized by the reactionary policies of Metternich.

In many countries, the people revolted against the return of monarchs and the loss of many rights and freedoms. Although most of the revolutions failed, the common people did not give up their revolutionary ideas. In their efforts at the Congress of Vienna to remake Europe like it had been before the French Revolution, the countries of the Quadruple Alliance had actually created a situation in Europe that would lead first to revolution and eventually to World War I.

Practice

Use the list below to write the correct term for each definition on the line provided.

balance of power
compromise
confederation
diplomacy
liberal
liberalism
nationalism
quadruple
reactionaries
rebel
stabilize
suppress
unification

________________________ 1. a group of countries or states joined together for a common purpose

________________________ 2. a means of keeping peace by making sure that no nation or group of nations becomes so powerful that it could take over another nation

________________________ 3. strong support for the survival, success, and self-rule of one's country and culture

________________________ 4. consisting of four or four parts

________________________ 5. the practice of international negotiations

________________________ 6. the belief in change and reform of laws to guarantee people's rights and freedom

________________________ 7. people who want to return to a system of government that existed in the past

________________________ 8. to fight the present system of government

______________________ 9. a plan that satisfies some, but not all, of the demands of two or more opposing groups

______________________ 10. favorable to progress or reform

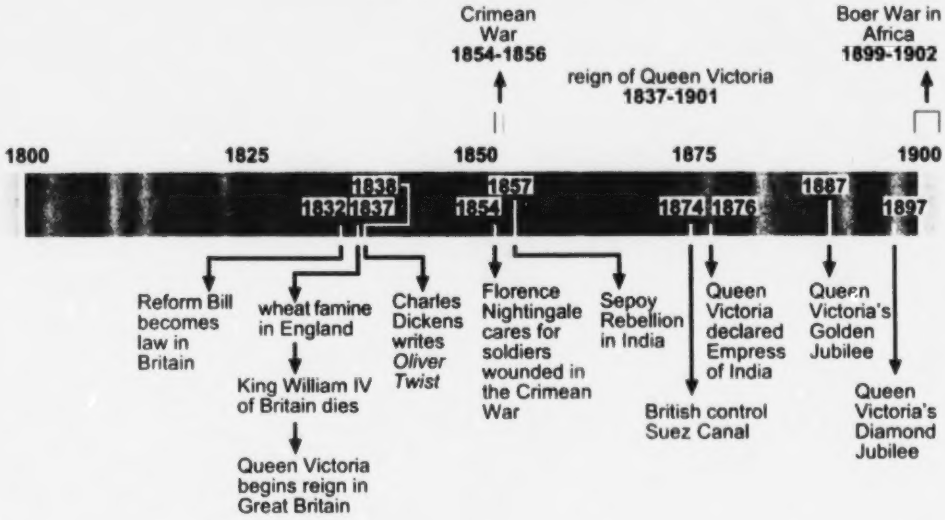
______________________ 11. the process of becoming joined together

______________________ 12. put an end to

______________________ 13. to prevent or end sudden great and violent changes in conditions

Unit 19: Great Britain—The Victorian Era (1837-1901)

Timeline of the Victorian Era


Crimean War
1854-1856
reign of Queen Victoria
1837-1901
Boer War in Africa
1899-1902
1800
1825
1850
1875
1900
1838
1832
1837
1857
1854
1874
1876
1887
1897
Reform Bill becomes law in Britain
wheat famine in England
King William IV of Britain dies
Queen Victoria begins reign in Great Britain
Charles Dickens writes Oliver Twist
Florence Nightingale cares for soldiers wounded in the Crimean War
Sepoy Rebellion in India
British control Suez Canal
Queen Victoria declared Empress of India
Queen Victoria's Golden Jubilee
Queen Victoria's Diamond Jubilee

This unit emphasizes the social, political, and economic changes that came about in Great Britain during the Victorian Age.

Unit Focus

- important democratic reforms made in Great Britain during the Victorian Age
- extent of the British Empire in the world

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Vocabulary

Study the vocabulary words and definitions below.

emerge	to come into view, or come out
era	a period of time marked by particular events or characteristics
expansion	the act of growing larger or spreading out
expectancy	that which is likely to happen based on given information; Example: life expectancy refers to the amount of time a person is likely to live
imperial	indicating a country that has control over other countries or colonies
industrialist	a person who owns, controls, or has an important position in the management of a business
markets	various places where goods are bought and sold
moral	good, honest, and truthful
prosperous	having wealth or good fortune
reform	change made for the better
values	the ideals and customs within a society that are held in high regard

Great Britain—The Victorian Era (1837-1901)

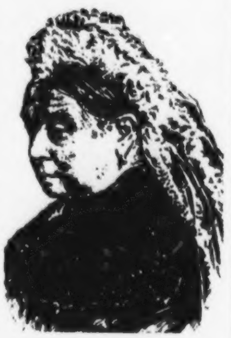
The Height of England's Greatness

When King William IV of Britain died in 1837, the British crown passed on to his niece, Victoria. Queen Victoria ruled Great Britain from 1837 to 1901, the longest reign in British history. Victoria represented the values of her era. Victorian ideals included duty, honesty, respectability, hard work, and a strict moral code of conduct. During Victoria's reign, Britain reached the height of its greatness. The Victorian **Era** in Britain was also characterized by the following.

- political **reform** and stability
- general peace and **expansion** abroad
- a strong and growing economy
- social reform
- a growing feeling among many of the British that the world was a safer place in which to live

Queen Victoria (1819-1901)

Victoria became queen in 1837 when her uncle William IV died. She was 18 years old. Within three years, Queen Victoria met and fell in love with her first cousin Prince Albert. Queen Victoria decided that as queen, it was her right to propose to Albert, and they married in 1840. They had a happy marriage and eventually had nine children. They devoted much of their time to their children, which made their family life an example to all of England. Victoria arranged each of her children's marriages. Her oldest daughter became the empress of Germany and was the mother of William II. As the children grew up and had children of their own, Victoria became known as the "grandmother of Europe."

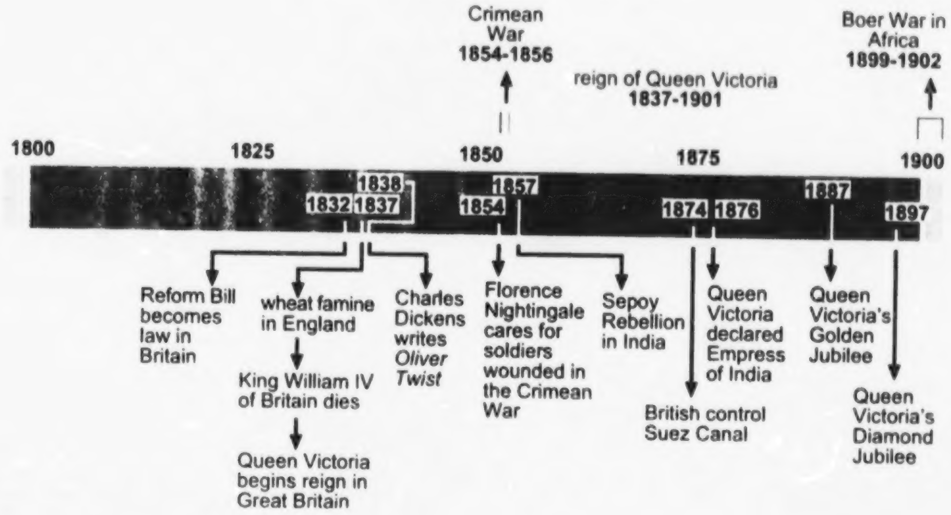


Political Reforms

Britain, unlike the other European countries, did not suffer during the revolutions of 1848. Because the British government listened to some of its citizens' demands and passed reforms, the British people did not revolt. Furthermore, the English middle class gained political power through democratic means.

Until the 1860s, Britain's king or queen formed its government. During the 1860s, however, Queen Victoria shifted political power to the political party with the most representatives in the House of Commons. Britain's House of Commons passed all the nation's laws. As a result, both the Liberal and the Conservative political parties realized that to become the majority party, they would have to gain the support of the majority of voters. These voters now included both the middle and lower classes. Only by passing reforms benefiting the most people could either party gain a majority in the House of Commons. This turned out to be especially good for the working class because reforms were passed that increased their rights. The most important reform was the Second Reform Bill, passed in 1867. This law doubled the number of eligible voters. It gave the right to vote to most men working in cities, whether they owned property or not.

Timeline of the Victorian Era


Crimean War 1854-1856
reign of Queen Victoria 1837-1901
Boer War in Africa 1899-1902
1800
1825
1850
1875
1900
1832
1837
1838
1854
1857
1874
1876
1887
1897
Reform Bill becomes law in Britain
wheat famine in England
King William IV of Britain dies
Queen Victoria begins reign in Great Britain
Charles Dickens writes *Oliver Twist*
Florence Nightingale cares for soldiers wounded in the Crimean War
Sepoy Rebellion in India
British control Suez Canal
Queen Victoria declared Empress of India
Queen Victoria's Golden Jubilee
Queen Victoria's Diamond Jubilee

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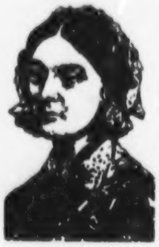
Foreign Affairs

During the Victorian Era, Britain was involved in the *Crimean War* and the *Boer War*. The Crimean War was fought from 1854 to 1856 in the Crimea, in what in now the Ukraine. In this war, Britain joined France and Turkey against the Russians. The British became involved in the Crimean War because they opposed the Russians in their ambitions to control the Ottoman Empire in the Balkans and the Straits (the Dardanelles and the Bosporus), a water route connecting the Black Sea and Mediterranean Sea. Great Britain feared that its route to India would be cut off if Russia controlled this region. The Russian Empire would become too powerful if it were able to control this area of the Mediterranean. British generals and soldiers, however, were not prepared to fight.

In one battle, 673 soldiers of Britain's Light Brigade (a well-respected English force) attacked the Russians. Only 195 British soldiers survived. Disease and infection also took its toll on the French and British troops. A heroic British army nurse, Florence Nightingale, reduced the death rate by enforcing sanitary regulations and high professional standards in caring for the sick. When Austria threatened to attack Russia, Russia agreed to peace, and in 1856 a peace treaty was signed. Russia agreed to withdraw all claims to Balkan territory.

Florence Nightingale

Florence Nightingale (1820-1910) is the English founder of modern nursing. She is known as the "Lady with the Lamp" because she worked night and day during the Crimean War. In 1840 she traveled in Europe studying methods of nursing, and in 1854 the British government asked her to tend the wounded soldiers of the Crimean War. Along with 38 nurses, she sailed to Scutari and established sanitary methods and discipline in the two army hospitals. Nightingale reduced the death rate by enforcing sanitary regulations and high professional standards in caring for the sick and wounded. She set up a nurses' training school in London in 1860.



The charge of Britain's Light Brigade took place on October 25, 1854. Following is the poem "Charge of the Light Brigade" by Alfred, Lord Tennyson which first appeared on December 9, 1854. The poem was written to memorialize the British brigade of 673 soldiers who charged the Russian army against hopeless odds.

The Charge of the Light Brigade

by Alfred, Lord Tennyson

Half a league, half a league,
Half a league onward,
All in the valley of Death
Rode the six hundred.
'Forward, the Light Brigade!
Charge for the guns!' he said:
Into the valley of Death
Rode the six hundred.

'Forward, the Light Brigade!'
Was there a man dismay'd?
Not tho' the soldier knew
Some one had blunder'd:
Theirs not to make reply;
Theirs not to reason why,
Theirs but to do and die:
Into the valley of Death
Rode the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in front of them
Volley'd and thunder'd;
Storm'd at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
Rode the six hundred.

Flash'd all their sabres bare,
Flash'd as they turn'd in air
Sabring the gunners there,
Charging an army, while
All the world wonder'd:
Plunged in the battery-smoke
Right thro' the line they broke;
Cossack and Russian

Reel'd from the sabre-stroke
Shatter'd and sunder'd.
Then they rode back, but not
Not the six hundred.

Cannon to right of them,
Cannon to left of them,
Cannon in behind them
Volley'd and thunder'd;
Storm'd at with shot and shell,
While horse and hero fell,
They that had fought so well
Came thro' the jaws of Death,
Back from the mouth of Hell,
All that was left of them,
Left of six hundred.

When can their glory fade?
O the wild charge they made!
All the world wonder'd.
Honour the charge they made!
Honour the Light Brigade,
Noble six hundred!

Boer War (1899-1902)

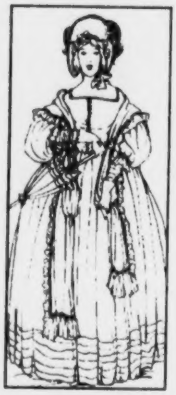
The Dutch Boers (farmers) in the Cape Colony of South Africa were unhappy under British rule. They moved northward and established two independent republics—the Transvaal and the Orange Free State. War broke out between the Boers and the British when diamond and gold deposits were discovered in the Boer republics. The war ended in 1902 when the British defeated the Boers and annexed their territories. The Transvaal and Orange Free State became British colonies.

Britain's foreign policy was successful during the Victorian Era. Great Britain became the greatest **imperial** power in the world. The expansion of the British Empire in Asia included India, parts of China, and Indonesia. On the African continent the empire extended to Egypt, the Sudan in North Africa, South Africa, and West Africa. The West Indies, Canada, Australia, and New Zealand also became colonies of the British Empire. By the end of Victoria's reign, Great Britain controlled much of the world's trade.

These new colonies provided British factories with cheap raw materials. After the raw materials were made into finished products, they were sold back to the colonies. Thus, Britain had ready **markets** in the colonies. You can see that Great Britain's **prosperous** economy was due directly to the size of its empire.

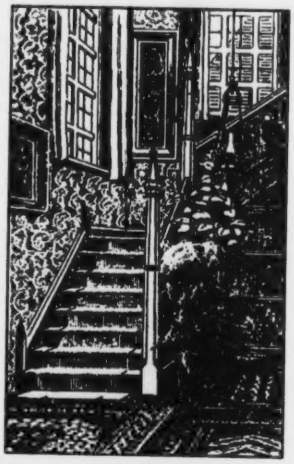
Growth of Industry: The Rise of the Working Class and the Middle Class

As Great Britain's economy grew, two new classes of people **emerged**: the *working class* and the middle class. Lower on the economic ladder than the middle class, the working class was sizable. It included men, women, and children who worked long hours, six days a week, in factories or coal mines. The working conditions were, at best, horrible. Workers' wages were very low. Furthermore, the workers' life **expectancy** was very short as compared to that of the **industrialists** and landowners.



a well-dressed woman of the Victorian Era

The middle class included a small group of wealthy *industrialists*—who owned and ran the factories—bankers, doctors, lawyers, and other professionals. The middle class lived comfortably, often owned property, and were well educated. Whereas the working class often lived in slums, the middle class lived in spacious houses in well kept neighborhoods.



interior of a Victorian home

Because many of Britain's working class gained representation in Parliament (the House of Commons), their working conditions and lifestyles slowly improved. In fact, some working-class people began rising to the middle class.

Economic and Social Reforms

Queen Victorian made **moral** conduct and **values** important to the people of the Victorian Era. The middle class especially set up a strict social and economic code of moral conduct. It became very important to be respectable, to conduct oneself according to society's code.

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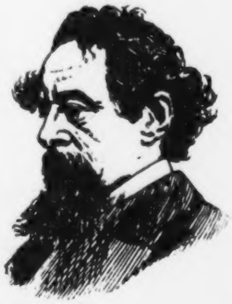
Social values and the interest in social reforms became a common theme in books written during the Victorian Era. The most famous writer of the time was Charles Dickens. Dickens' books were about the people, their jobs, the way they thought, and the ways they acted towards each other. Literature such as Dickens' helped make people aware of the need for reforms benefiting the masses during the Victorian Age.

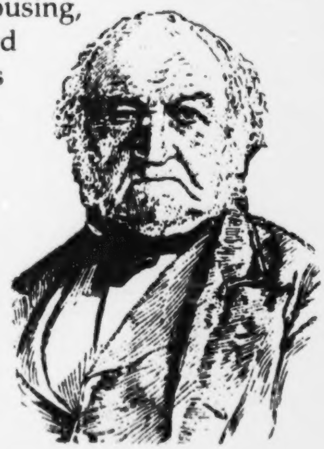
Charles Dickens (1812-1870)



Charles Dickens was the second of eight children. His family was unable to live on their income, so they drifted from one poor, shabby home in London to another. His father eventually went to prison for debt and took Charles, the younger children, and Charles' mother with him to prison. They had to stay in prison for three months, but these experiences influenced Charles Dickens and his writings. He created many comic characters based on his own early experiences. His works include *The Pickwick Papers*, *David Copperfield*, *Oliver Twist*, and *Great Expectations*.

During Queen Victoria's reign, Benjamin Disraeli and William Gladstone both served as the prime ministers of England. Between 1868 and 1880, they sponsored laws which made Great Britain more democratic and improved the quality of life for the middle and working classes. Changes including a public health bill, a bill to improve housing, land reform, and state-run education were enacted by the British Parliament. Also enacted were laws that recognized trade unions, limited child labor, and protected the rights of workers.

Victoria was queen of Great Britain for most of the 19th century. This century saw more changes than any previous period in history. The queen became a symbol of peace and prosperity. The British Empire expanded, trade and industry grew, and social and economic reforms were enacted.



William Gladstone

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Practice

Use pages 542-547 to complete the following outline.

I. Great Britain: The Victorian Era

  A. Political reform and stability

  B. General peace and expansion abroad

  C. Strong and growing economy

  D. Social reform

  E. Feeling that the world was a safer place in which to live

II. Political reforms

  A. Power shifted to the House of ______________________

  B. The British ______________________ class gained political power

  C. ____ Bill of 1867 gave more people the right to vote

III. Foreign affairs

A. The ______________________________ War, 1854–1856

1. Fought in what is now known as ______________________________

2. Britain joined ______________________________ and

______________________________ to fight against Russia

3. British soldiers were not ______________________________ to

fight

4. ______________________________ and ______________________________

also took their toll on French and British troops

5. ______________________________ reduced the death rate by

enforcing ______________________________ regulations and high

professional standards in caring for ______________________________

6. Russia agreed to ______________________________ when

______________________________ threatened to enter the war

7. Result: Russia agreed to withdraw all claims to

______________________________ territory

B. The ______________________ War, 1899-1902

1. Fought between the ______________________ and the

____

2. Boers established two independent republics

a. ______________________

b. ______________________

3. War broke out when ______________________ and

______________________ deposits were discovered in

the Boer republics

4. The ______________________ defeated the Boers and

______________________ the territories of

______________________ and ______________________

and made them British colonies

C. Great Britain—the greatest imperial power

1. Expansion of the British Empire

a. Asia

b. Africa

c. Other colonies—Canada, ______________________________ ,

and ______________________________

2. Results of imperial power

a. Controlled world ______________________________

b. Obtained ______________________________ raw materials

c. Prosperous ______________________________

IV. Growth of Industry: the rise of the working and middle classes

A. Classes of people

1. Lower on the social and economic ladder was the

______________________________ class

a. Hours

b. Conditions

c. Wages

d. Shorter life ______________________________

2. Smaller middle class included ______________________________ who ran factories, bankers, doctors, lawyers, and other professionals

B. Working class

1. Gained ____________________ in Parliament

2. Lifestyle slowly ____________________

V. Social reforms

A. Moral conduct and ____________________ important

B. Common theme in books of ____________________ Era

C. Changes included

1. Public ____________________ bill

2. Improved ____________________

3. ____________________ reform

4. State-run ____________________

5. Trade unions ____________________

6. Protecting the rights of ____________________

7. Limiting ____________________ labor

Review

During the Victorian Era, political and social reforms improved conditions for many people. Voting rights were given to more people than ever before. The reign of Queen Victoria shifted control of the government from the monarch to the people. In its foreign affairs, Britain gained many colonies with rich resources. The country never again held such great power as it did during this era. The British people were optimistic, or hopeful, about their future. With a large empire, a strong navy, a rich economy, and excellent leadership, they had a right to be optimistic about their future.

Matching

Match each definition with the correct term. Write the letter on the line provided.

_____ 1. that which is likely to happen based on given information

_____ 2. a person who owns, controls, or has an important position in the management of a business

_____ 3. change made for the better

_____ 4. various places where goods are sold

_____ 5. to come into view or come out

_____ 6. indicating a country that has control over other countries or colonies

_____ 7. good, honest, and truthful

_____ 8. having wealth or good fortune

_____ 9. a period of time marked by particular events or characteristics

_____ 10. the act of growing larger or spreading out

_____ 11. the ideals and customs within a society that are held in high regard

A. emerge

B. era

C. expansion

D. expectancy

E. imperial

F. industrialist

G. markets

H. moral

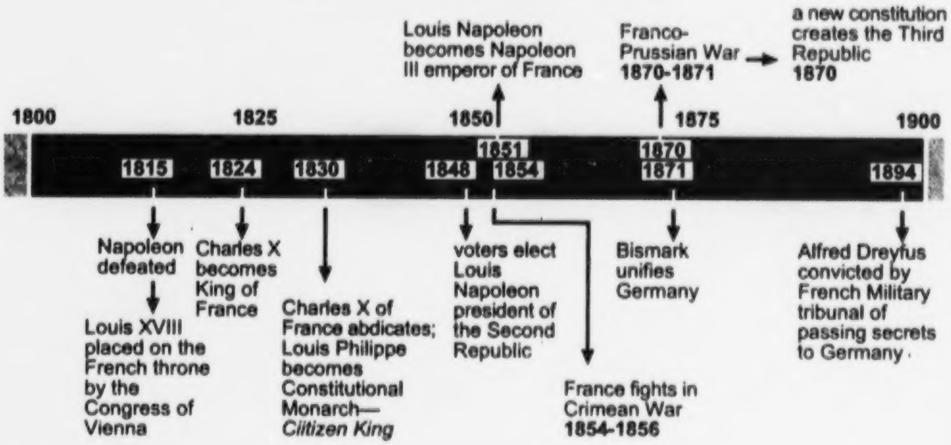
I. prosperous

J. reform

K. values

Unit 20: France (1815-1900s)

Timeline of France (1800s)


1800
1825
1850
1875
1900
1815
1824
1830
1848
1851
1854
1870
1871
1894
Louis Napoleon becomes Napoleon III emperor of France
Franco-Prussian War 1870-1871
a new constitution creates the Third Republic 1870
Napoleon defeated
Louis XVIII placed on the French throne by the Congress of Vienna
Charles X becomes King of France
Charles X of France abdicates; Louis Philippe becomes Constitutional Monarch—Ciitizen King
voters elect Louis Napoleon president of the Second Republic
France fights in Crimean War 1854-1856
Bismark unifies Germany
Alfred Dreyfus convicted by French Military tribunal of passing secrets to Germany.

This unit emphasizes the political and social events that occurred in France in the 19th century.

Unit Focus

- reasons for the French revolutions of 1848
- how Louis Napoleon became emperor
- how the Dreyfus Affair affected the government of France

Vocabulary

Study the vocabulary words and definitions below.

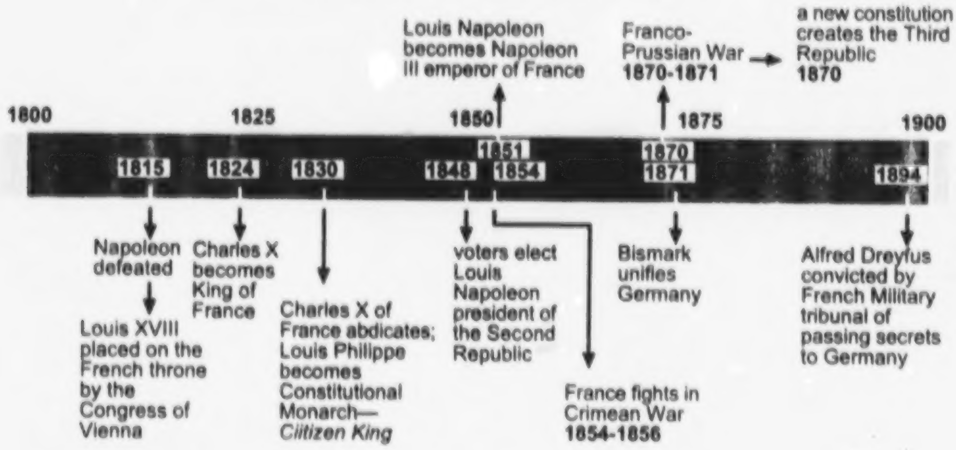
anti-Semites	persons who hate Jews
candidate	a person who seeks an elected office or other honor
coalition	temporary alliance of various political parties
corruption	bribery or dishonesty
criticism	the act of making judgment; disapproval
interest	a fee that is paid on borrowed money
majority	the larger part of something; more than half
pride	a feeling of importance and satisfaction
province	one of the parts a country is divided into; territory
strait	a narrow passage of water connecting two large bodies of water

France (1815-1900s)

The Overthrow of the French Monarchy

After Napoleon's defeat in 1815, France grew increasingly unstable. Royalists, who believed in the Metternich system, wanted to return to the absolute monarchy form of government that had ruled in pre-revolutionary France. Liberals, determined to limit the power of the monarchs, wanted the people to be given more control over their own lives and more representation in government. Royalists and liberals did have one common bond—both groups wanted a strong France. The French Revolution had given the people of France a deep feeling of **pride** and nationalism.

Timeline of France (1800s)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Bismark unifies Germany
Alfred Dreyfus convicted by French Military tribunal of passing secrets to Germany

In 1830 the popular king Louis Philippe tried to identify with the common people. He called himself the *Citizen King*. However, by 1848, the French people, especially the growing working class, had become unhappy with Louis Philippe. They were upset because he favored the wealthy upper-middle class at the expense of the *lower* class. Eventually, angry mobs gathered in Paris to protest Louis Philippe's policies. French troops fired on the protesters, and some of them were killed. This bloodshed ignited a revolution. Crowds marched to the king's palace and forced Louis Philippe to leave France. Once again in France's history, the people had overthrown their king.

The Rise of the Second Empire

In 1848 the French people formed a new government called the *Second Republic*. The Second French Republic included a constitution and a president elected by the people. Louis Napoleon, the nephew of Napoleon, was elected president. However, Louis Napoleon wanted more power. Three years after his election in 1851, with the support of the army, Louis Napoleon successfully overthrew the Second Republic and set up the Second Empire. He called himself *Emperor Napoleon III.*

The Second Empire lasted from 1851 to 1870. During this period, Napoleon III ruled with the support of the army. During the first 10 years of rule, Napoleon III placed France under strict control. Many French people were put in jail. Napoleon III placed newspapers under government control and abolished freedom of speech. He outlawed political parties or labor unions. **Candidates** for government office needed to be approved by the government before they could run for office. Napoleon III avoided **criticism** by strengthening the economy. Banks were encouraged to make loans at low **interest** rates. This helped the middle class by providing them with money to start businesses. An excellent railway system was built throughout France. Working-class people earned better wages than ever before. Under Emperor Napoleon III, Paris became the world's most beautiful city.

Ways Napoleon III Stayed in Favor with the People

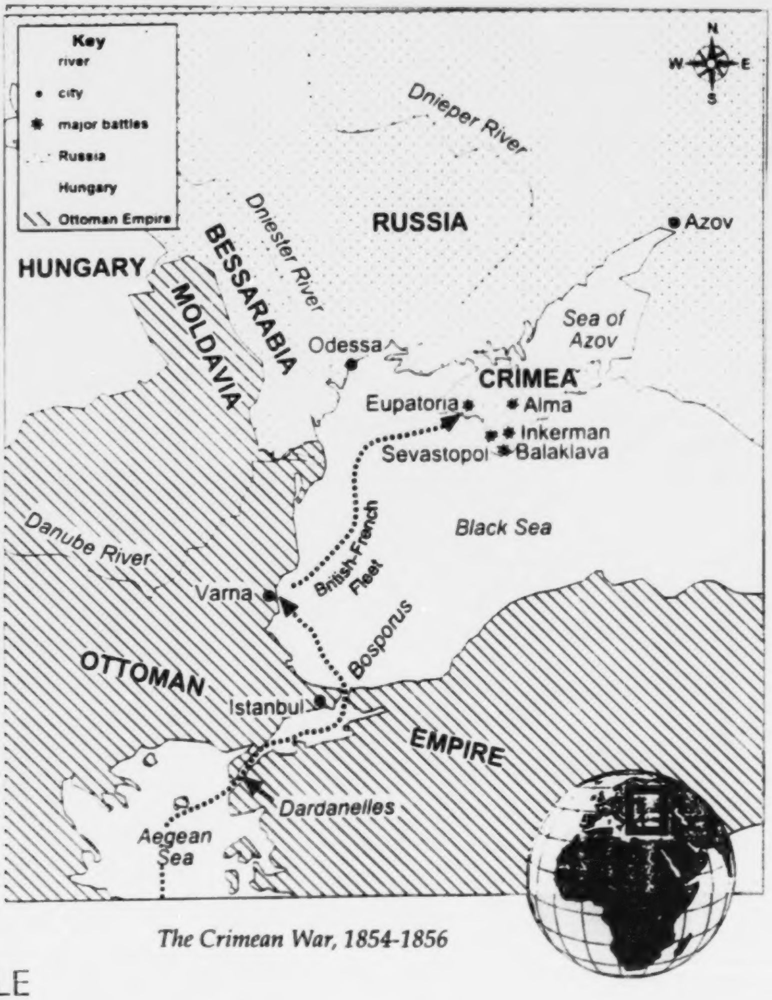
- strengthened the economy
- encouraged banks to make loans at low interest rates
- built an excellent railway system throughout France
- better wages earned by working-class people
- Paris became the world's most beautiful city

One of Napoleon III's major goals was to make France as great a power in world politics as it had been under his uncle, Napoleon. In 1854 Napoleon III saw his chance to do this. He sent troops to war to show France's strength. It was, however, the beginning of the end of Napoleon III's reign.

The Crimean War

In 1853 Russia invaded the Turkish (or *Ottoman*) Empire in the Middle East. Russia claimed that it needed to protect endangered Orthodox Christians living in Turkey. To do this, Russia needed to control the Bosporus—the **straits** connecting Russia's ports in the Black Sea with the Mediterranean Sea. France, however, had its own interests to protect. It did not want Russia to gain power and territory in the Middle East, particularly Palestine. After Turkey declared war on Russia, Napoleon III decided to act.

Along with the British, the French sent an army to help Turkey. From 1854 to 1856, the French, Turkish, and British armies fought the Russians in the *Crimean War*.


Key
river
city
major battles
Russia
Hungary
Ottoman Empire
N
W
E
S
Dnieper River
RUSSIA
Dniester River
HUNGARY
BESSARABIA
MOLDAVIA
Azov
Sea of Azov
Odessa
CRIMEA
Eupatoria
Alma
Inkerman
Sevastopol
Balaklava
Black Sea
Danube River
Varna
British-French Fleet
Bosporus
OTTOMAN
EMPIRE
Istanbul
Dardanelles
Aegean Sea

The Crimean War, 1854-1856

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During the Crimean War, Napoleon III convinced the French people that France had once again become an important European and world power. He did this by controlling what the newspapers printed about France's victories and losses in the war. The Crimean War was the first war covered by newspapermen who were at the scene of the battles. However, most of what the newspapers published was exactly what the French government wanted the French people to read. France gained little but glory in the Crimean War.

Practice

Answer the following using complete sentences.

1. Why was France unstable between 1815 and 1830?

2. What one common bond did the royalists and liberals have?

3. Why did the French people become unhappy with Louis Philippe?

4. When was the Second Republic formed?

   How long did it last?

5. Who was elected president of the Second Republic?

6. Why did Louis Napoleon overthrow the Second Republic?

7. What did Louis Napoleon establish instead? ____________________

____

____

____

8. What are three examples of strict control used by the Second Empire? ____________________

____

____

____

____

____

____

____

____

9. In what ways did Napoleon III help France? ____________________

____

____

____

____

____

10. What was Emperor Napoleon III's major goal in world politics?

11. What war took place during the Second Empire?

12. Which countries were allies in the Crimean War against the Russians?

13. What was special about the newspaper reporting of the Crimean War?

The Fall of the Second Empire

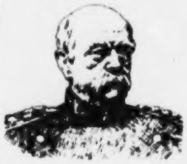
Between 1861 and 1871, the French people began opposing the policies of Napoleon III. To maintain his hold on power in France, he continued his ban on many rights, including freedom of speech, and he formed a secret police to spy on groups that he suspected of being disloyal. Napoleon III also continued fighting costly and difficult wars abroad. After he became ill, he was no longer able to control policies and events in France.

The election of 1869 in France proved that Napoleon III was losing popularity with the people. The candidates chosen by Napoleon III received only a few more votes than the opposition candidates. Many French people realized that the Second Empire was about to collapse. All it would take was a major crisis.

The Franco-Prussian War

The crisis that led to Napoleon III's defeat was the Franco-Prussian War. The cause of the war between France and Prussia seems foolish now. Napoleon III needed a war to unite the French people and save his government. The Prussian prime minister, Otto von Bismarck, needed a war to achieve his goal of unifying Prussia and the German Confederation into one country. The Franco-Prussian War was a hopeless attempt by Napoleon III to achieve nationalistic goals.

Otto von Bismarck



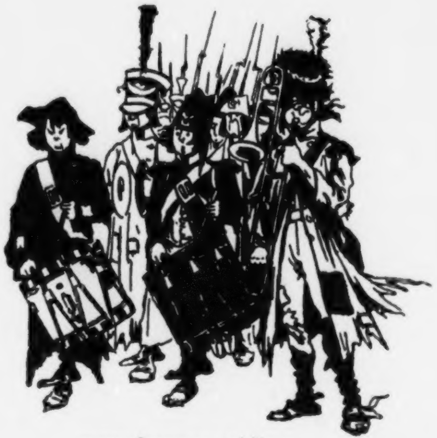
Otto von Bismarck made Germany a powerful and united nation based on *blood and iron* (war and weapons). However, in 1871, after the unification of Germany, Bismarck turned to peace.

He kept Germany out of European wars, started a reform program that included a plan of health insurance, old-age pensions, and low-rent housing to keep workers loyal to the empire.

The immediate cause of the Franco-Prussian War had to do with events in Spain. After a revolution in 1868, Spain's queen Isabella II was overthrown. Prussian king William I wanted his distant cousin Leopold I, a Hohenzollern prince, to become the new Spanish king. Napoleon III of France opposed Leopold I as king of Spain because he did not want a Prussian ally on the southern border of France, and he also feared Prussia's growing power in Germany. The Prussian king, William I, ignored Napoleon III's opposition, but Leopold voluntarily withdrew his name as a candidate for the throne. Bismarck provoked a war between France and Prussia by altering a telegram sent to Napoleon III to include an exchange of insults. Newspaper coverage of the incident enraged the French. In response, France declared war on Prussia in July 1870.

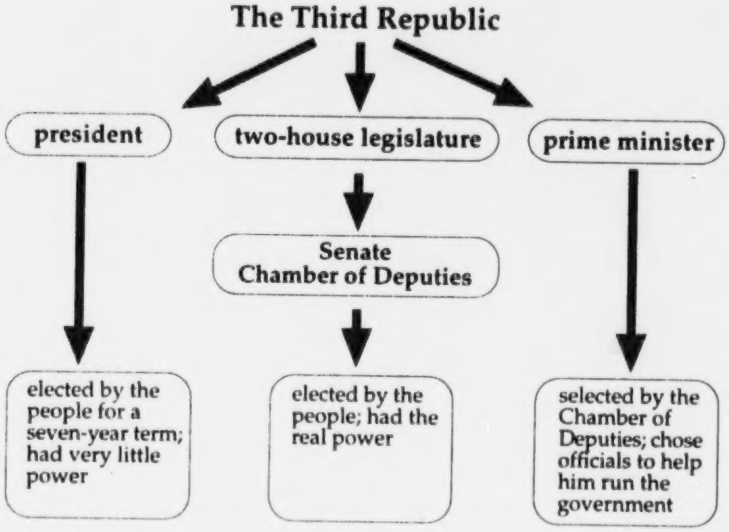
Prussia and the German states, under Bismarck's leadership, invaded France. The French army was too weak to stop the Germans' advance. In September, a large French army under the personal command of Napoleon III was defeated in northeast France. Napoleon III was captured. The German army continued to advance towards Paris. France's capital city fell on January 28, 1871.

The war lasted only six months. In February of 1871, peace talks began at Versailles, and France signed a treaty agreeing to pay Germany five billion francs. The French lost the valuable coal- and iron-producing **provinces** of Alsace and Lorraine on the German border. France also lost its pride. Napoleon III was overthrown, and the Third Republic was created in France. (Prussian Prime Minister Bismarck did achieve his goal: Prussia and the German states united into the new country of Germany.)


ragged young soldiers

The Third Republic

The history of the Third Republic in France is a history of problems and crises. The Third Republic lasted for 70 years (1870–1940). Under the Third Republic, France had a president, a two-house legislature (the Senate and the Chamber of Deputies), and a prime minister. The president was elected by the people for a seven-year term. He had very little power. The power under the Third Republic rested in the Chamber of Deputies. The deputies were elected by the people. The Chamber of Deputies selected the prime minister. The prime minister then chose officials to help him run the government. Therefore, he was most likely to be a member of the political party with the most members in the Chamber of Deputies.



The Third Republic

president

two-house legislature

prime minister

Senate
Chamber of Deputies

elected by the people for a seven-year term; had very little power

elected by the people; had the real power

selected by the Chamber of Deputies; chose officials to help him run the government

This system of government may have seemed effective. However, the Third Republic constantly faced major problems.

- There were too many political parties. This made it impossible for any one political party to gain a **majority** of seats in the Chamber of Deputies. As a result, it was difficult for one political party to form a government. In order to govern, **coalitions**, alliances of many political parties had to be formed. Most coalition governments under the Third Republic lasted about nine months. This multiparty system resulted in a very unstable political situation throughout the Third Republic. In the first 10 years of the Third Republic, 50 coalition governments were formed.
- There was widespread **corruption** among the government and army officials.
- Those people (the Royalists) who wanted to bring back the monarchy worked against the Third Republic. At one time, the Royalists, with the support of the Church and the army, nearly succeeded in overthrowing the republic.

The Dreyfus Affair

Of all the problems and crises the Third Republic faced, the Dreyfus Affair was the most dangerous to its survival. Captain Alfred Dreyfus, a Jewish army officer, was charged with spying for the Germans. He was convicted and imprisoned on Devil's Island. Slowly, the public was made aware that the evidence on which Dreyfus was convicted was not true. The public learned that some of the highest ranking members of the French government, army, and Church knew all along that Dreyfus was innocent. In fact, many of these high-ranking officials had lied about Dreyfus. These people falsely charged Dreyfus because he was Jewish. These people were **anti-Semites**. Anti-Semites are persons who hate Jews.

A famous writer named Emile Zola wrote an open letter entitled "I Accuse." In this letter, Zola told the story of the Dreyfus case and accused the French government of anti-Semitism. A very talented and respected man named Georges Clemenceau (Kle-mon-so) argued in defense of Dreyfus. Clemenceau learned that the monarchists, army, and some churchmen were behind the falsehoods. Clemenceau convinced the government to free Dreyfus. In 1906 his conviction was overturned. He was reinstated in the army and awarded the Legion of Honor.

The Dreyfus Affair had three important results.

1. It showed the amount of anti-Semitism in France and throughout Europe.
2. It strengthened the Third Republic by making the French people aware of the dangers of the Royalists.
3. It led to the separation of Church and state in France; the Church no longer controlled the public school.

Practice

Answer the following using complete sentences.

1. How did Napoleon III increase his hold on power in France? ______

2. What crisis led to Napoleon III's defeat? ______

3. Why did Napoleon III choose to fight this war? ______

4. Why did the Prussian prime minister, Bismarck, want to fight this war? ______

5. What were the results of the Franco-Prussian war? ____________

____

____

____

6. What was one major problem of the Third Republic? ____________

____

____

____

7. Who was Captain Alfred Dreyfus? ____________________

____

What was he charged with? ____________________

____

8. Who participated in the lies against Dreyfus? ____________

____

____

____

9. Why was Dreyfus falsely accused? ____________________

____

____

____

10. What is an anti-Semite? ____________________

11. What writer told the Dreyfus story? ____________________

12. What was one effect of the Dreyfus Affair? ____________________

Review

Although King Louis Philippe styled himself as the Citizen King, he favored the wealthy at the expense of the lower classes. After he was forced from France's throne, the French people formed the Second Republic. Its president, Louis Napoleon, quickly overthrew the republic and set himself up as Emperor Napoleon III, head of France's Second Empire (1851–1870). He abolished many of the people's rights in order to maintain control. In an effort to unite the people in his support, he began to enter foreign wars. He was captured during the Franco-Prussian War.

In 1870 France set up its Third Republic (1870–1940). Citizens' rights were restored, but some groups (Royalists, army, and the Church) attempted to destabilize the government. The Dreyfus Affair almost toppled the Third Republic, but in the end, the affair strengthened the people's support for their government and led the French government to make many political and social reforms in France.

Practice

Use the list below to write the correct term for each definition on the line provided.

anti-Semites
candidate
coalition
corruption
criticism
interest
majority
pride
province
strait

________________ 1. a person who seeks an elected office or other honor

________________ 2. the act of making judgment; disapproval

________________ 3. a fee that is paid on borrowed money

________________ 4. a narrow passage of water connecting two large bodies of water

________________ 5. one of the parts a country is divided into; territory

________________ 6. the larger part of something; more than half

________________ 7. bribery or dishonesty

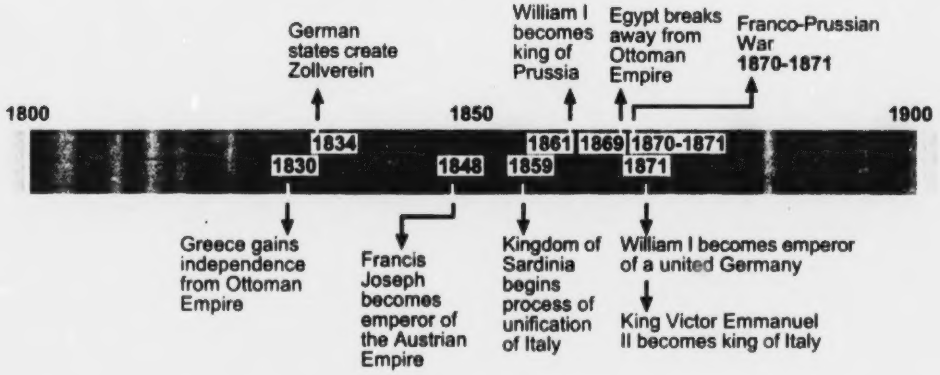
________________ 8. persons who hate Jews

________________ 9. a feeling of importance and satisfaction

________________ 10. a temporary alliance of various political parties

Unit 21: Nationalism (1800s)

Timeline of Nationalism (1800s)



1800
1850
1900
German states create Zollverein
1834
William I becomes king of Prussia
1861
Egypt breaks away from Ottoman Empire
1869
Franco-Prussian War 1870-1871
1870-1871
1830
Greece gains independence from Ottoman Empire
1848
Francis Joseph becomes emperor of the Austrian Empire
1859
Kingdom of Sardinia begins process of unification of Italy
1871
William I becomes emperor of a united Germany
King Victor Emmanuel II becomes king of Italy

This unit emphasizes how the unification of Italy and Germany changed the balance of power in Europe and created many hostile relationships which led to World War I.

Unit Focus

- leaders of the Italian unification movement
- unification of Italy and Germany
- strengths and weaknesses of the Dual Monarchy
- decline of the Ottoman Empire in the Balkans

Vocabulary

Study the vocabulary words and definitions below.

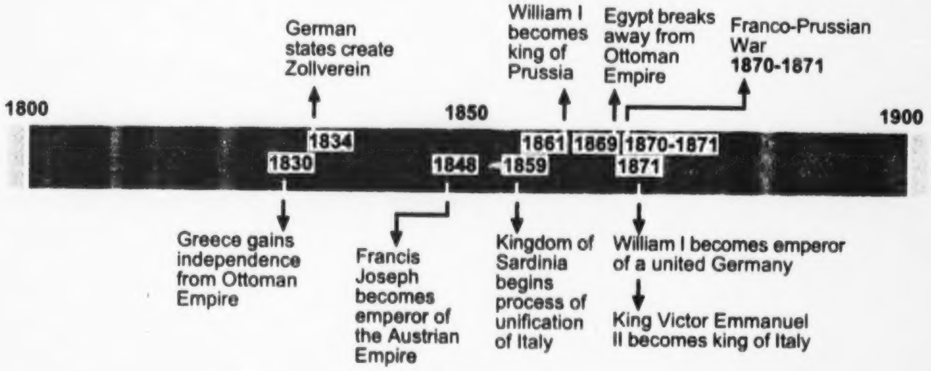
annexed	increased a nation's borders or land by taking control of a foreign territory, state, or nation
decay	a slow rot
desire	to wish for
dual	having two parts
nationalism	strong support for the survival, success, and self-rule of one's country and culture
occupied	controlled by a foreign government
process	a step-by-step way of doing something
rebellion	an armed fight against one's government
subject people	individuals who owe allegiance to or are under the control of a country

Nationalism (1800s)

Inspiring Different Struggles

During the 19th century, English and French people developed a strong feeling of loyalty and devotion to their countries and cultures. This feeling is known as **nationalism**. Nationalism often inspires people to do just about anything to protect their culture and the survival of their homeland. People who have shared similar experiences and faced danger and serious problems are likely to develop nationalistic feelings. Throughout history, nationalism has ignited many struggles for independence and self-rule.

Timeline of Nationalism (1800s)


German states create Zollverein
William I becomes king of Prussia
Egypt breaks away from Ottoman Empire
Franco-Prussian War 1870-1871
1800
1850
1900
1834
1861
1869
1870-1871
1830
1848
1859
1871
Greece gains independence from Ottoman Empire
Francis Joseph becomes emperor of the Austrian Empire
Kingdom of Sardinia begins process of unification of Italy
William I becomes emperor of a united Germany
King Victor Emmanuel II becomes king of Italy

There are two different kinds of struggles you will read about in this unit. The first kind is called *unification*. In the 19th century, countries such as Germany and Italy were broken up into many independent states. Each of these states had its own government and was only loosely connected to the other states. The people in these different states wanted to unite, or be *unified*, into a single *nation-state* with a central government.

The second kind of struggle often inspired by nationalism happens when a group of people want to break free of foreign rule and gain self-rule. Of course, a good example of this kind of fight for independence was the American Revolution, when Americans fought the British for the right to self-rule.

Sometimes nationalism leads people to believe that their culture and way of life is much better than any other. They may come to believe that all people should behave and believe as they do. *Extreme nationalism* is a **desire** to spread one's culture to other parts of the world. France's Napoleon is a strong example of a leader who tried to spread his country's culture when he conquered most of Europe.

Practice

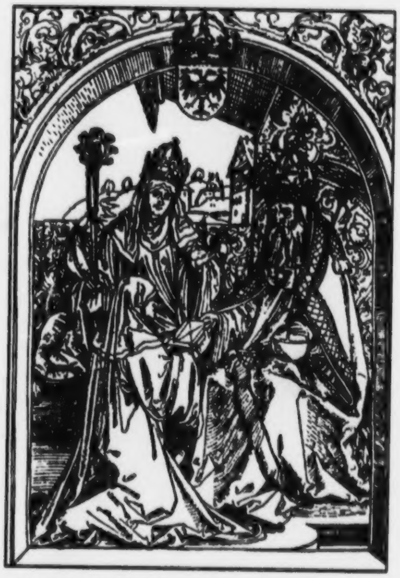
Answer the following using complete sentences.

1. Define nationalism.

2. What different kinds of struggles did nationalism inspire during the 19th century?

3. What is extreme nationalism?

The Unification of Italy



The Catholic Church, under the leadership of the pope, ruled a block of territory in Italy known as the Papal States.

After Napoleon's defeat, the Congress of Vienna broke Italy into many small kingdoms. Some of these kingdoms were ruled by powerful families. The Catholic Church, under the leadership of the pope, ruled a block of territory in Italy known as the *Papal States*. Most of the other kingdoms in Italy were ruled or controlled by Austria. The rulers of the various Italian kingdoms often had conflicting interests and were always fighting each other.

Many Italians fought the foreign domination of their country. They wanted a *Risorgimento,* or revival of the glory Italy had known during ancient Rome and the Renaissance. Patriotic societies, mostly secret, were formed to spread nationalistic ideas among the people. One secret society known as the *Carbonari* started **rebellions** throughout Italy to overthrow foreign rulers. Another patriotic group was *Young Italy*. Young Italy attempted to create a republic, but both France and Austria sent troops to crush the rebels.

Northern Italy United under Sardinia

Almost all of the revolutions of 1848 failed in Italy. In the Kingdom of Sardinia, which included the island of Sardinia and the mainland regions of Savoy, Piedmont, and Nice, revolution did succeed. Sardinia gained independence and developed a constitutional monarchy, similar to that of Great Britain. Beginning in 1859, the Kingdom of Sardinia began the **process** of unification. Only the Kingdom of Sardinia was strong enough to unite Italy into an independent nation. Sardinia was led by a very clever prime minister named Camillo di Cavour, nicknamed *The Brain*. Cavour worked hard to bring reforms to the people in the Kingdom of Sardinia. He took much power away from the Church. He strengthened the country by promoting industry, building railroads, improving agriculture, supporting education, and enlarging the army. He carried out a series of diplomatic moves to achieve Italian unity.

Perhaps most importantly, Cavour took steps to break Austria's hold on Italy. He formed an alliance with France and offered Italian lands in exchange for French help if war broke out between Sardinia and Austria. Cavour then provoked Austria into declaring war against Sardinia. With France's help, Sardinia defeated Austria and gained control of Lombardy, a territory in northern Italy. By 1860 Cavour had united most of northern Italy with Sardinia. Only the two sections in southern Italy and the Papal States remained under the Austrian monarch's control.

Camillo di Cavour

Camillo di Cavour, an Italian nobleman, was largely responsible for the creation of a united Italy. He was born at Turin, the capital of Sardinia-Piedmont, August 10, 1810. He was educated for the army but became interested in politics. Cavour also studied social and political problems and methods of agriculture in England and France.

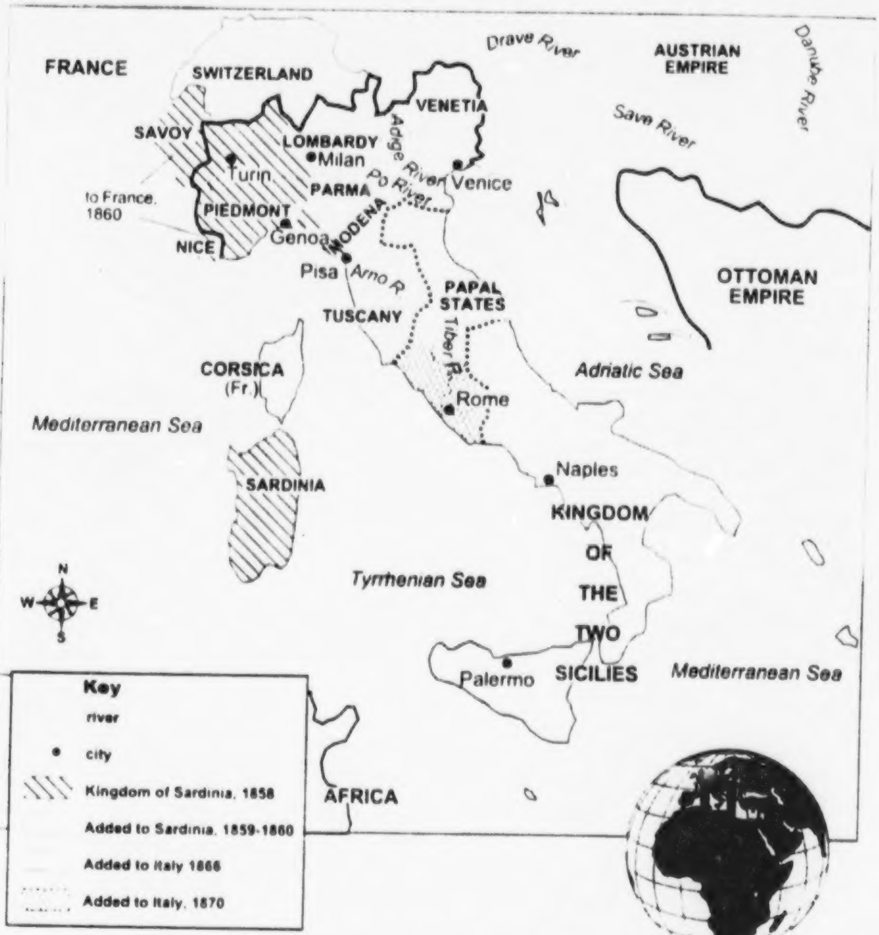
Cavour founded the liberal newspaper *Il Risorgimento* at Turin in 1847. He encouraged improvements in agriculture, industry, and uniting the peninsular of Italy with railroads. In 1852 Cavour became prime minister of Sardinia-Piedmont. Most of the kingdoms of Italy were dominated by Austria, and Cavour thought that the only way to drive them out would be with the help of the great powers. To get the favor of the great powers (France and Great Britain), Cavour sent troops to the Crimean War. He then formed an alliance with Napoleon III and attacked Austria in 1859.

In 1860 an Italian freedom fighter named Guiseppe Garibaldi wanted to bring the southern Italian states into a unified Italy. With his army of 1,000, called the *Red Shirts*, Garibaldi sailed south to Naples to help overthrow its French ruler. Garibaldi defeated the army of the Kingdoms of Naples and Sicily. Garibaldi then made plans to march north towards Rome and Venice.

At this time, Cavour was worried that France and Austria might send an army to stop Garibaldi and destroy the efforts of unification. On its way south, Cavour's army defeated the army of the Papal States. A few months later, Cavour's army united with Garibaldi's army in Naples. Except for the capture of Venetia and Rome, the unification effort had succeeded. In early 1861, an Italian Parliament similar to Great Britain's established the Kingdom of Italy. Victor Emmanuel II of Sardinia became king of Italy.

The unification of Italy was not yet complete, however. Venetia and a few of the other northern states were still ruled by Austria. Rome was still ruled by the pope and **occupied** by the French. Italy gained Venetia in 1866 after siding with Prussia against Austria in the Seven Weeks' War.

French soldiers stayed in Rome until the Franco-Prussian War of 1870 forced them to leave. When French troops left, Italian soldiers entered Rome. The Italian Kingdom then **annexed** most of what was left of the Papal States and named Rome as the capital of Italy. The pope was given the right to rule a small area in Rome called the *Vatican*. It took 12 years of fighting and diplomacy, but by 1871, Italy had achieved unification.


FRANCE
SWITZERLAND
Drave River
AUSTRIAN EMPIRE
Danube River
VENETIA
Save River
SAVOY
LOMBARDY
Milan
Adige River
Turin
Venice
to France, 1860
PARMA
Po River
PIEDMONT
Genoa
MODENA
NICE
Pisa
Arno R.
PAPAL STATES
OTTOMAN EMPIRE
TUSCANY
Tiber R.
CORSICA (Fr.)
Adriatic Sea
Rome
Mediterranean Sea
Naples
SARDINIA
KINGDOM OF THE TWO SICILIES
Tyrrhenian Sea
N
W
E
S
Palermo
Mediterranean Sea
AFRICA
Key
river
● city
▨ Kingdom of Sardinia, 1858
Added to Sardinia, 1859-1860
Added to Italy 1866
Added to Italy, 1870

The Unification of Italy, 1850-1870

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Practice

Use the list below to complete the following statements.

Carbonari
Cavour
Garibaldi
kingdoms
Risorgimento
Sardinia
Vatican
Young Italy

1. Italy was made of several small ______________________ before it was united.

2. Many Italians wanted to see a ______________________, or revival of the glory Italy had known during Ancient Rome and the Renaissance.

3. Two patriotic groups that attempted to overthrow foreign rulers were the secret society known as ______________________ and ______________________, which wanted to create a republic in Italy.

4. The Italian Kingdom of ______________________ began the process of unification.

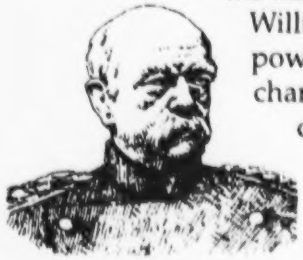
5. Two Italian leaders of the unification movement were the Sardinian prime minister, ______________________, and the Italian freedom fighter ______________________.

6. After the Italian Kingdom annexed the Papal States, the pope was given the right to rule a small area in Rome called the ______________________.

The Unification of Germany

Many historians believe that the most important European event of the 19th century was the unification of Germany. Historians believe this because Germany became the largest in land area (except for Russia) and the most powerful country in Europe.

Before its unification, the German Confederation was a loose confederation of states controlled mostly by Austria. Within the German Confederation, Prussia was a powerful country independent of Austria. In the middle of the 19th century, Prussia was ruled by King William I. However, beginning in 1862, the most powerful person in Prussia was its prime minister or chancellor, Otto von Bismarck. Bismarck became convinced that Prussia had to bring the German states together and end Austria's influence. Eventually Bismarck succeeded in defeating Austria. Beginning in 1864, Bismarck led the process that would end in 1871 with the creation of a united Germany.


Otto von Bismarck

Bismarck ruled Prussia with an iron fist. He was called the *Iron Chancellor* because he was a strong leader. He ruled with the policy of *blood and iron*. This meant that he planned to use military force to unite Germany. Through military might, Bismarck made Prussia the leading German state.

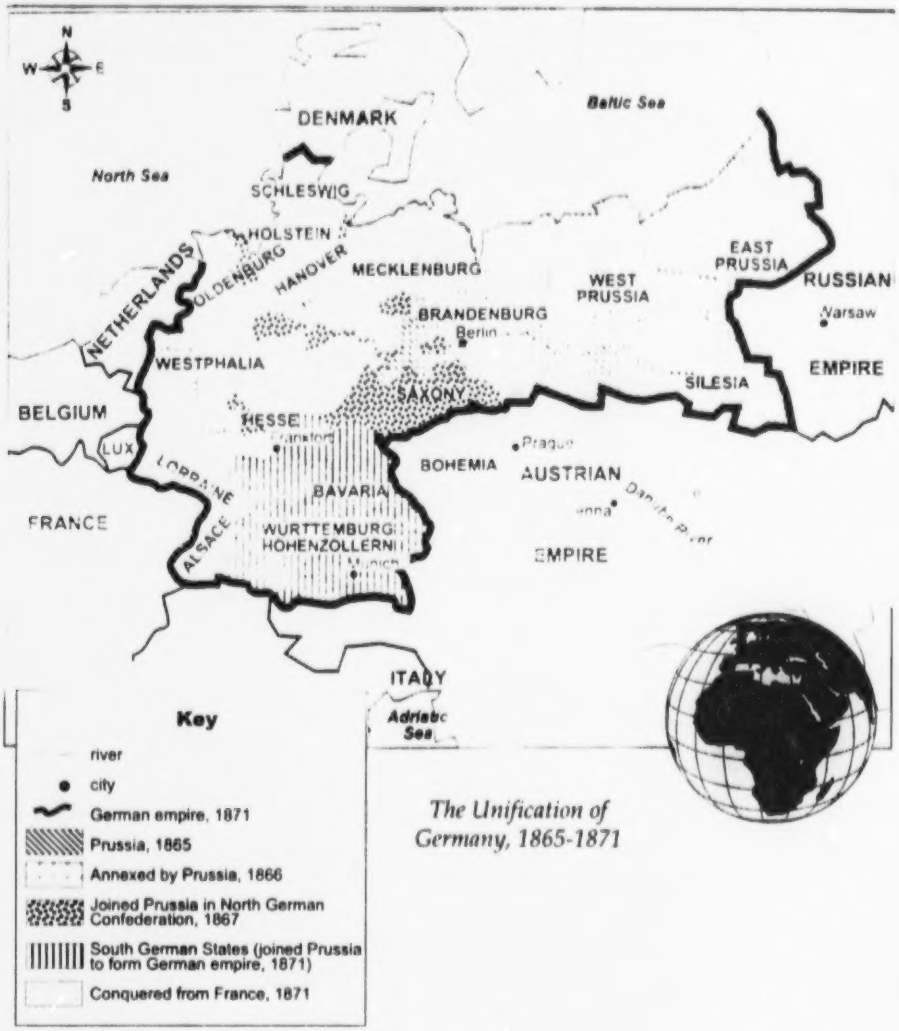
Otto von Bismarck

Bismarck (1815-1898) was the Prussian prime minister who was the architect of the German Empire. He served as ambassador to Russia and France, then as chancellor (prime minister of Prussia). He defeated Austria in the Austro-Prussian War. After defeating Napoleon III of France in the Franco-Prussian War, the German Empire was created, and Bismarck was made imperial chancellor and prince in 1871. Bismarck was forced to resign in 1890 after the accession of Kaiser William II, and then there was no one to prevent the rising tide of German nationalism, which eventually led to war.

Events Leading to the Unification of Germany

By 1844 most German states had entered the *Zollverein,* or customs union, with Prussia. This union allowed the states to trade freely with one another without having to pay taxes on traded goods. It helped industrialize the German states by creating open markets and by protecting members through high tariffs against nonmembers. Austria was against the Zollverein and tried to stop some German states from being a part of it. Austria did not want to lose control of these German states. Prussia did everything it could to keep Austria from hurting the Zollverein.

In 1866 their conflicts led Prussia and Austria to war. Prussia defeated Austria and gained control over the northern German states. In 1867 Bismarck formed the North German Confederation. Austria's power over German affairs ended with its defeat.


N
W
E
S
DENMARK
Baltic Sea
North Sea
SCHLESWIG
HOLSTEIN
OLDENBURG
HANOVER
MECKLENBURG
NETHERLANDS
WEST PRUSSIA
EAST PRUSSIA
RUSSIAN EMPIRE
Warsaw
BRANDENBURG
Berlin
WESTPHALIA
SAXONY
SILESIA
BELGIUM
HESSE
Frankfort
LUX
LORRAINE
BOHEMIA
Prague
AUSTRIAN EMPIRE
Vienna
Danube River
BAVARIA
FRANCE
ALSACE
WURTTEMBURG
HOHENZOLLERN
Munich
ITALY
Adriatic Sea
Key
river
city
German empire, 1871
Prussia, 1865
Annexed by Prussia, 1866
Joined Prussia in North German Confederation, 1867
South German States (joined Prussia to form German empire, 1871)
Conquered from France, 1871

The Unification of Germany, 1865-1871

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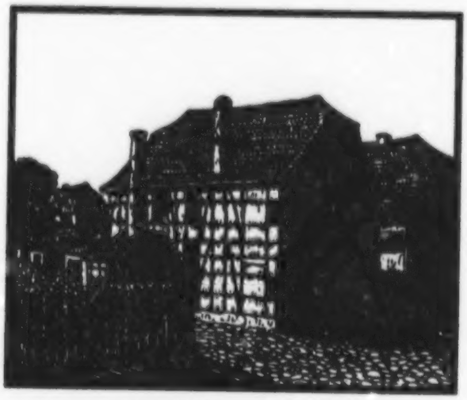
After this war, only four southern German states remained outside Bismarck's united Germany. Bismarck knew that France would fear a total unification of Germany. The Iron Chancellor hoped that in a war with France, the southern German states would join with Prussia. Bismarck also knew that the southern German states were different from the northern German states. One difference was that the people of the southern German states were mostly Catholics. The people of the northern German states were mostly Lutherans. Nevertheless, Bismarck knew that nationalistic German pride would unite the south with the north.

Bismarck was right: When Germany and France fought in the Franco-Prussian War in 1870, the German southern states united with the German northern states. War had unified the German people into a single nation. This Franco-Prussian War lasted six months. Germany easily won the war. William I, king of Prussia, was named emperor of Germany. With its strong and well-disciplined army and healthy economy, Germany quickly became one of the world's strongest countries.



small German home

Practice

Use pages 582-588 to complete the following outline.

I. The unification of Italy

A. The rise of Italian nationalism

1. Italian kingdoms were ruled by powerful families,

__________________ and the Catholic

____

2. Many Italians wanted a Risorgimento , or

__________________ of the glory Italy had known

during ancient __________________ and the

____

3. Patriotic societies formed to spread

__________________ ideas among the people

4. The __________________ started rebellions to

overthrow foreign rulers

5. ______________________________ led the struggle

to achieve Italian unity

B. Northern Italy led the unification movement

1. Cavour began the process of unification in the kingdom of

   ____

2. Cavour formed an alliance with ____________________

3. Cavour provoked ____________________ into declaring

   war against Sardinia

4. Sardinia defeated Austria and gained control of

   ____

5. By 1860 almost all of northern Italy was

   ____

C. Italy became a nation-state

1. ____________________ and his Red Shirts freed Sicily

   and Naples

2. By 1861 Italy became a united kingdom under

   ____

3. Italy defeated Austria in the ____________________

   in 1866

4. Italy gained Venetia; Rome and the papal states were taken from France and the pope in 1870

II. The unification of Germany

A. Bismarck led the unification movement

1. ______________________________ was the most powerful person in Prussia

2. Bismarck became chancellor of __________________ in 1862

3. He used a policy of *blood and iron*, or __________________________, to unite Germany

4. He made __________________ the leading German state

B. Steps towards unification in Germany

1. __________________ was against a united Germany

2. The __________________ helped German states trade freely with one another

3. Prussia defeated Austria in a war and gained control over the

____

C. Franco-____________________ War

1. 1870—France and ____________________ went to war

2. France was ____________________

3. Southern German states joined the ____________________ northern states

4. ____________________, king of Prussia, was named emperor of Germany

Practice

Answer the following using short answers.

1. Who was the most powerful man in Prussia during the unification?

   ____

2. What country opposed both the Zollverein and the unification of Germany? ______________________________

   ____

3. What was one difference between northern Germans and southern Germans? ______________________________

   ____

   ____

   ____

   ____

4. What did Bismarck believe would unite the northern and southern Germans? ______________________________

   ____

   ____

5. What country feared a unification of the Northern German Confederation and the German southern states? ______________

   ____

The Austria-Hungary Empire

Under the leadership of the Hapsburg ruler Emperor Francis Joseph, the Austrian government tried to prevent the different nationalities in its empire from forming their own countries. In particular, Hungarians began to demand freedom from Austria after Austria was defeated by Prussia in the Seven Weeks' War in 1866.

In 1867 the Austrian Empire tried to satisfy Hungarian demands by creating the *Austria-Hungary Empire,* also called the **Dual** *Monarchy*. In this setup, both Austria and Hungary would have their own government. However, the Emperor Francis Joseph would still rule both parts of the empire. He would rule as emperor of Austria and king of Hungary. Emperor Francis Joseph would be in charge of the army, all foreign matters, and the economy. Under self-rule, Hungary would be independent in all other areas.

The Dual Monarchy seemed like a good idea. The Austrian Empire thought that by giving the Germans and the Hungarians some self-rule, they would remain happy. In fact, the opposite was true. The Germans and Hungarians had some conflicting interests. In addition, other groups within the empire, including the Czechs, Serbs, Rumanians, and Poles, also wanted self-rule. Nationalism was kept alive.

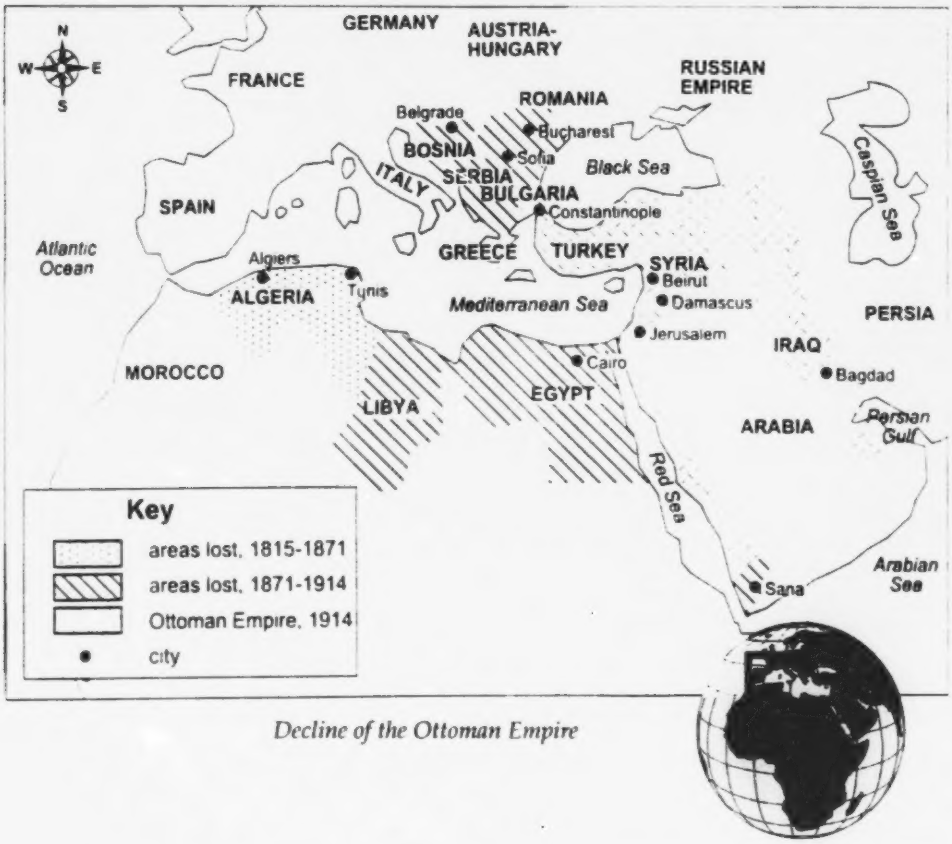
In the years which followed, the Austrian Empire slowly **decayed**. The Emperor Francis Joseph was unable to keep the different nationalistic groups happy. Eventually, problems in the Austria-Hungary Empire helped start the first world war, World War I.

The Ottoman Empire

woodcut of a bearded Turkish man

The Ottoman Empire was a Muslim-Turkish state that stretched from Southeastern Europe (the Balkans) to North Africa and the Middle East from the 14th century to the early 20th century. It was slowly decaying towards the end of the 19th century. As a result, the Ottoman Empire was called the *sick man of Europe*. The Ottoman Empire had economic problems and a corrupt government. Therefore, it was unable to prevent nationalistic uprisings. **Subject peoples** in Eastern Europe, the Middle East, and North Africa threatened to break away. Although the Ottomans tried to suppress rebellions among its diverse people, several of its subject people gained independence. For example, Greece achieved independence from the Ottoman Empire in 1830.

In 1869 Egypt broke away from the Ottoman Empire. After 1869 other nationalistic groups began to seek self-rule. In 1877 with help from Russia, the Balkan States of Serbia, Rumania, Montenegro, and Bulgaria gained independence from the Ottoman Empire. As the Ottoman Empire decayed, European powers saw a chance to gain control of the Balkan areas the Ottoman Empire had ruled. The attempts of Great Britain, France, Russia, and Germany to gain influence in this region were among the causes of World War I.


N
W
E
S
GERMANY
AUSTRIA-HUNGARY
RUSSIAN EMPIRE
FRANCE
ROMANIA
Belgrade
Bucharest
BOSNIA
Sofia
Black Sea
Caspian Sea
ITALY
SERBIA
BULGARIA
Constantinople
SPAIN
Atlantic Ocean
Algiers
GREECE
TURKEY
SYRIA
Beirut
ALGERIA
Tunis
Mediterranean Sea
Damascus
PERSIA
Jerusalem
IRAQ
MOROCCO
Cairo
Bagdad
LIBYA
EGYPT
ARABIA
Persian Gulf
Red Sea
Sana
Arabian Sea
Key
areas lost, 1815-1871
areas lost, 1871-1914
Ottoman Empire, 1914
city

Decline of the Ottoman Empire

Practice

Answer the following using complete sentences.

1. What was the Dual Monarchy? ____________________

2. Who was the emperor of the Austria-Hungary Empire? __________

3. Why did the Austria-Hungary Empire begin to decay and break apart? ____________________

4. What was the Ottoman Empire known as during the 19th century?

____

Why? ____

____

____

____

5. What great war did the uprisings and revolts in the Austria-Hungary and Ottoman Empires lead to? ____________

____

____

____

____

____

Review

Nationalism led to the unification of two countries—Italy and Germany. In the German Confederation, Chancellor Bismarck of Prussia was the Iron Chancellor who used force to unite the many states within the German Confederation. He led Prussia in victorious war against Austria to unite Germany's northern states. The southern states united with the northern states in war against France. In Italy, Cavour and Garibaldi led the people in rebellion against Austrian rule and other leaders of various Italian kingdoms. The unification of Italy and Germany changed the balance of power in Europe.

Nationalism also led to the breakup of two empires—the Austrian Empire and the Ottoman Empire. The governments of the Austria-Hungary and the Ottoman Empires were unable to prevent nationalistic groups, especially in Balkan territories, from gaining independence. Nationalistic rebellions usually had bloody and violent results. As Europe entered the 20th century, these events created many of the hostilities which led to World War I.

Practice

Use the list below to write the correct term for each definition on the line provided.

annexed
decay
desire
dual
nationalism
occupied
process
rebellion
subject people

____________________ 1. strong support for the survival, success, and self-rule of one's country and culture

____________________ 2. controlled by a foreign government

____________________ 3. a slow rot

____________________ 4. a step-by-step way of doing something

____________________ 5. an armed fight against one's government

____________________ 6. having two parts

____________________ 7. increased a nation's borders or land by taking control of a foreign territory, state, or nation

____________________ 8. to wish for

____________________ 9. individuals who owe allegiance to or are under the control of a country

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